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ABSTRACT

This publication addresses basic issues related to the concept of transition as it is applied to students with disabilities in California. Following a pretest (and its answer key), the document uses a question and answer format to discuss common concerns about transition, normalization, the school role, the "Bridges" model developed by the federal Office of Special Education and Rehabilitative Services, California's inclusion of all students "at risk," and emphasis on accountability and documentation of outcomes. Also noted are the four components of the California model: the transition foundation, the transition process, the transition culmination, and the transition follow-up. Major sections are then devoted to explanation of three key elements which have been identified as necessary for local transition efforts to be effective: (1) a local interagency policy team (which conducts a formal community needs assessment); (2) individual transition plans; and (3) a follow-up system. The final section offers suggestions for making a community plan for transition and a checklist to assess community transition readiness. Appendices include: a community needs survey; a sample individual transition plan; samples of follow-up data collection forms; and a listing of agency and community resources on transition. (Contains 50 references.) (DB)

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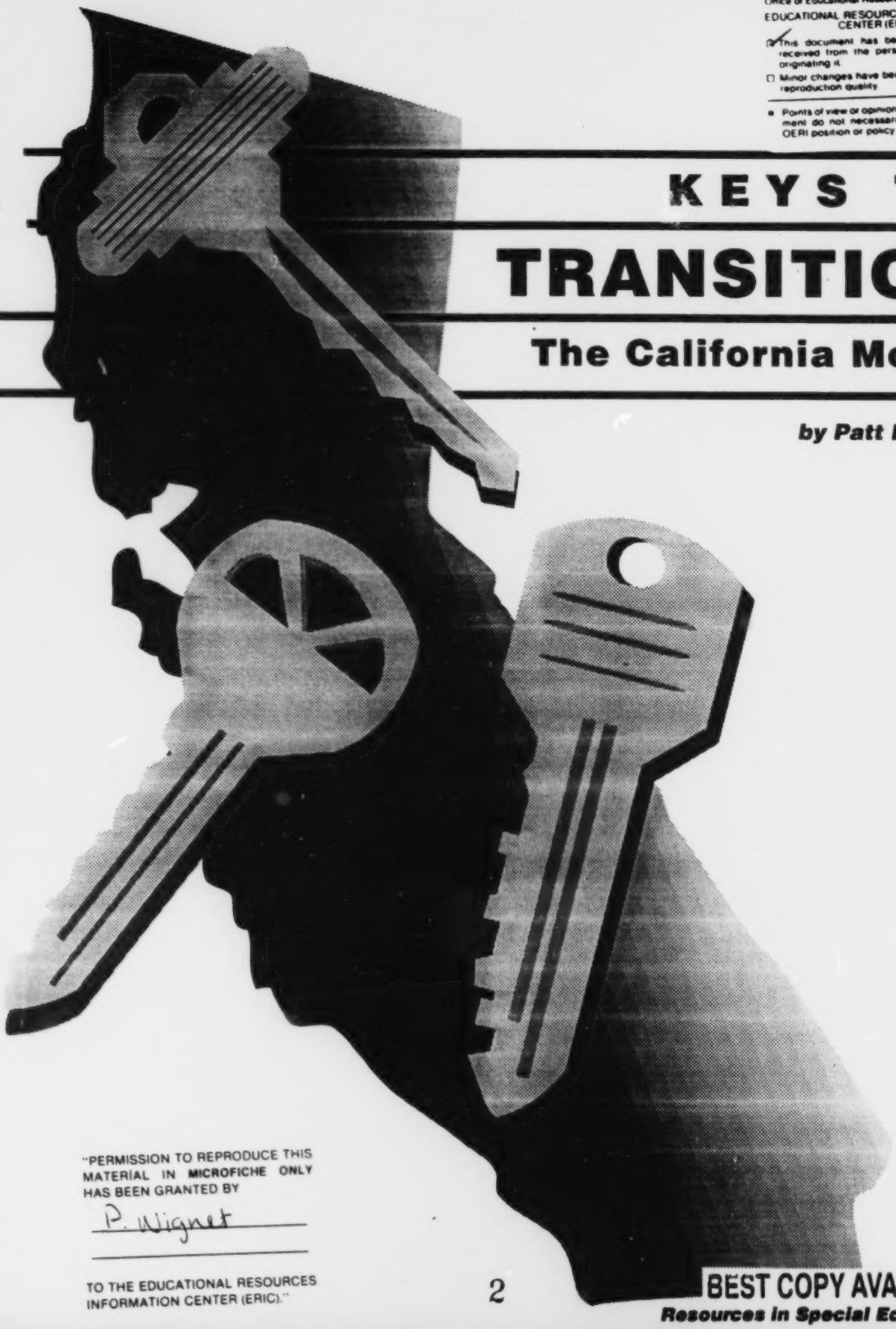
KEYS TO TRANSITION

The California Model

by Patt Kearly



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Resources in Special Education

KEYS TO

TRANSITION

The California Model

by
Patt Kearly, Ph.D.

Resources in Special Education
California State University, Sacramento
1991

KEYS TO TRANSITION: THE CALIFORNIA MODEL
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PREFACE

Transition is a term which has been frequently used in the literature of special education. Recently, however, this concept is becoming more important in the broader field of general education. Impetus for this focus on transition for the broad range of students with significant learning problems can be traced to the sixties when questions began to emerge from within the field of special education regarding the efficacy of "pull-out" special education programming (Dunn, 1968).

More recently, a tide of questioning has reemerged regarding the efficacy of special education programming especially at the secondary level (Edgar,1987). The federal influence created by the Regular Education Initiative (Will, 1986) or REI, as it has been dubbed, has set into motion a reexamination of the rationale behind special education, the organizational structure for service provisions, and the outcomes of schooling for students with significant learning and behavior problems (Davis, 1989; Gartner & Lipsky, 1987; Lieberman, 1985; Lilly, 1987; Reynolds, Wang & Walberg, 1987; Skrtic, 1991; Stainback & Stainback, 1987). Questions have been raised regarding the following:

1. educational setting (e.g., segregated/integrated, special day class/resource room/regular class)
2. classroom approach (e.g., competitive/cooperative /individualized)
3. focus of the curriculum (e.g., functional/core curriculum)
4. types of instructional strategies (e.g., mastery, whole language, language experience, literature-based, direct instruction, cooperative learning)

As a result, emphasis has been placed on the development of programs at the secondary level which are aimed at reducing the number of students at risk who drop out, are pushed out, or who fail to make a stable transition into employment and quality adult life.

However, many educators find the term transition to be somewhat confusing because the word has been used to refer to a number of different concepts related to stages of development or changes in the academic learning setting. This publication has been developed to address some of the basic issues related to the concept of transition as it currently exists in California. It is designed to provide information for direct service providers, general and special education teachers, administrators and others interested in improving services for individuals with disabilities.

Individuals wishing to find further information on this topic are referred to *California Transition: Resources and Information for Special Education* (Dougan & Kaney, 1988) and *Transition Services Language: Survival Guide for California* (CDE, 1991) published through Resources in Special Education (RiSE) and the California Department of Education. These resources are for persons interested in understanding more about the national transition movement and California's approach to the federal initiative and law.

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Cindy Zukowski for her patience, and
Christa Campbell for her insight and hope . . .
for the children of tomorrow

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A Pretest

Figure 1.

1. T F The concept of transition refers to the psychological passage from childhood to adulthood and is characterized by increased maturity, vocational readiness and willingness to work.

2. T F All individualized education programs (IEPs) must contain a statement of the needed transition services for secondary students with disabilities beginning no later than age 16 and each year thereafter.

3. T F The federal government limits the use of transition funds to serve individuals with severe disabilities.

4. T F The "Bridges Paper" was written by the Director of the Special Education Division to detail the range of services provided in California for transition.

5. T F In California, at-risk students make up only 10% of the school-aged population.

6. T F The three key elements for California transition are: 1) individual transition plans, 2) development of vocational programs designed specifically for disabled students, 3) increased funding to support transition teachers at the high school or special school site.

7. T F In California, transition follow-up is mandated for a period of 30 days after initial employment.

8. T F Transition services should begin in the two years prior to graduation (or school leaving).

9. T F Individual Transition Plans (ITPs) are mandated in California.

10. T F Transition involves preschool programs for students with learning problems.

11. T F Describe the purpose and components of an ITP and list at least three strategies for helping the process to work effectively.

12. T F Describe the necessary components in a transition follow-up system and list at least five possible problems that might occur in a given community.

(Kearly, 1991)

PRETEST ANSWER KEY

Figure 2.

1. F While this definition may be a popular conception for transition, the term usually refers to the life-shift from schooling to employment and community living. It may be characterized by many work attitudes.

2. T The most recent federal legislation related to transition is called the Education of the Handicapped Act Amendments of 1990 which renamed the Education of the Handicapped Act the Individuals with Disabilities Education Act (P.L. 101-476). It was signed by President Bush on October 30, 1990. This new legislation requires that all individualized education programs (IEPs) contain a "statement of the needed transition services for students beginning no later than age 16 and annually thereafter (Effective date: October 1, 1991).

3. F The federal government allows the use of transition funds to serve all individuals with disabilities but transition funds may not be used for the broader at-risk population.

4. F The "Bridges Paper" was published by Will (1984) and it described the three major paths by which individuals move into higher educa tion, the community and the world of work .

5. F In California, students at risk make up about anywhere from 25% - 40% of the school-aged population.

6. F The three key elements for California transition are: 1) a local interagency policy team, 2) individual transition plans, and 3) a follow-up system.

7. F In California, transition follow-up is not mandated for educators (rehabilitation has a 60-day work placement requirement).

8. F Transition services should begin in the period directly following identification as being at risk or in need of special education services.

9. F Individual Transition Plans (ITPs) are not yet mandated in California but bills which would have mandated ITPs have been submitted to the legislature.

10. T Transition involves all levels of program including preschool programs for students with learning problems.

11. Answers will vary.

12. Answers will vary.

(Kearly, 1991)

QUESTIONS FROM THE FIELD

What exactly is transition?

The term transition is frequently used in the literature of special education and is taking on greater importance in the field. However, for many educators the concept is somewhat confusing because the term has been used to refer to different things and many individuals are unsure about what it really means. Some have used the term to refer to the "transition" from school to work. Others have used the term to refer to transitional stages where students shift from service delivery in self-contained special education settings to primary service delivery in the general education setting. Others have started using the term to refer to the time period when a young child moves from a preschool setting where the family unit is the primary focus to the school setting where the individual child is the primary focus.

In general, transition is a term that has been used to describe the process of moving from school to employment or additional training for individuals with disabilities. Some specific definitions of transition have focused on the time span as including high school, the point of graduation, additional education or adult services and the initial years of employment (Will, 1984); some have focused on the planning and the decision making that is necessary by a variety of involved parties and agencies (McDonnell, Sheehan & Wilcox, 1983); and others have focused on the outcome of successful adult living (Halpern, 1985; Wilcox & Bellamy, 1982).

Recently, new federal legislation was passed that defined transition services as "a coordinated set of activities for a student designed from within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation" [1990 amendments of the Individuals with Disabilities Education Act (P.L. 101-476), (20 U.S.C. 1401(a)(19)].

Is transition just another fad?

Transition is a concept which has emerged with the evaluation of special education services in the nation. During the latter part of the 1970s and throughout the 1980s, P.L. 94-142 became familiar as The Education for All Handicapped Chidren's Act of 1975 which was part of the Education of the Handicapped Act. In 1990, the name was changed to the 1990 Amendments of the Individuals with Disabilities Education Act (IDEA) by P.L. 101-476. This law and its subsequent amendments has served as the federal "Bill of Rights" act for education of all children and youth with disabilities. Prior to 1975, many children with disabilities were unserved.

In 1975, it was projected that approximately 10% of the school-aged population had some type of handicapping condition and it was argued that without services, these individuals would become a significant drain on society in both human and economic terms. With special education, it was hypothesized that these children could become contributing members of society.

P.L. 94-142 required that special education services be provided for all children with disabilities ages 3-21 (regardless of how severe the condition) in the *least restrictive environment*. The concept of the least restrictive environment was based on a principle called normalization.

What is normalization?

The concept of normalization found its way into American philosophy through influences from Scandinavian countries (Kearly, 1988). The normalization principle was described by Nirje as "patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society" (Nirje, 1969, p. 181). Another common definition by Wolfensberger (1972) suggests that normalization should employ methods which are as normal as possible to establish and maintain normal behaviors and characteristics.

So is special education law supposed to help the handicapped to become more normal?

Well, that's one way to say it. Another way would be to say that individuals with disabilities (instead of "the handicapped") should have equal opportunity to become a part of mainstream society and participate in community life. Some of these individuals need special assistance in their educational programs. Special education is not designed to make someone "normal," but it is a service designed to provide programs for individuals with disabilities as they develop patterns of everyday living.

So what's the big issue with transition?

The concern about transition has emerged because recent figures related to schooling and adult life, have shown extremely high drop-out rates and high levels of unemployment for individuals with disabilities. It has been estimated that more than 70% of all individuals with disabilities between the ages of 16 and 64 are not employed. Despite best efforts, a large majority of students (with mild and severe disabilities) do not successfully make it into the work force (Edgar, 1987, 1987, 1988; Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; Wehman & Kregel, 1985; Zigmond & Thornton, 1985).

Is transition just about jobs for individuals with disabilities?

That's part of it. Parents and other individuals in the field have noted that there should be more to transition than just getting a job. Halpern (1985) has questioned employment as the ultimate outcome of transition and raised the issues of housing and interpersonal networks as other key factors in a successful adult life. Just think about it for a minute. Was your job the only thing that was important or were other things also very important in helping you make the transition to a successful adult life?

But what's all this got to do with schools? We can't be responsible for what happens to special education students once they graduate or complete their education, can we?

You have raised a very important issue here. Certainly schools cannot be held responsible for everything that happens in a student's life nor can they control all the things that happen to students while they go to school. However, many people believe that schools must begin to take more responsibility for teaching all students the things that will help them to be successful in adult life (Berkell & Brown, 1989; Clark & Knowlton, 1987; Ianacone & Stodden, 1987).

What are you talking about? That's exactly what schools do! Aren't schools teaching students what they need to know as adults?

For many students, schools do teach them what they need to become successful in adult life. However, the National Commission on Excellence in Education published a report that has caused considerable alarm in the educational community. This report, *A Nation at Risk* (1983), called for a strengthening of the basic academic requirements of schools and reductions in nonacademic areas. Since that time, efforts to add rigor to the academic requirements of the nation's secondary schools (Bennett, 1987) have resulted in an increasing emphasis on a core curriculum with limited opportunities for acquisition of the basic skills necessary for entry into the work force. Instead many students are presented with a watered down version of the college-preparatory curriculum which does not prepare them for adult life in the community (Strawser, 1989). For many students, especially those with disabilities, the academic requirements are overwhelming and they are dropping out of school at very young ages. Many are chronically unemployed and underemployed because they have failed to acquire skills and work habits necessary for stable, long-term employment. Many adults with disabilities cannot get and keep a job; many live lives of quiet isolation; and many are homeless.

Hopefully, . . . these are not . . . the emerging norms for society.

That's not the school's problem (it's somebody else's fault). Many of these special education students come from very dysfunctional homes. Many have drug and alcohol problems.

You are right that many students come from dysfunctional homes and many students are heavily involved with drugs or alcohol. However, this is a problem that can no longer be ignored. Schools must begin to identify strategies for working with families and providers from other agencies (e.g, Drug and Alcohol, Rehabilitation, Social Services, Probation, Mental Health, Regional Centers, Regional Occupational Programs and Centers, Community Colleges, Developmental Disabilities, Employment Services, Job Transition Partnership Act, Child Protective Services, etc.) to meet this problem.

Educators must take responsibility for the positive roles they can play in changing the current picture. More effective methods for reaching these children with learning and behavior problems need to develop before they move into adulthood. Strategies need to be found to keep them in schools so they will not lack the necessary skills for a successful transition. Additionally, collaborative consultation skills need to be developed so that individuals from other agencies and organizations can be served more effectively.

Okay. We agree that there certainly are problems but, how can we ever hope to make a difference? There are so many pieces to the puzzle that it seems overwhelming.

First, it would make sense to get a better understanding of the overall concept and then focus on the specific issues in California — see how some communities are trying to address transition and identify some programs that show promise for the future. After that, a plan for meeting specific needs in the community should be developed.

Sounds like a good plan.

THE FEDERAL FOCUS

What is the federal stance on transition?

In truth, several major thrusts for transition have come from the federal level. In December of 1983, P.L. 98-199 was signed into law as an amendment to P.L. 94-142. This act authorized funding for research and training on transition. It focused on secondary education and transitional services for youths with disabilities. Specifically, coordination between agencies and improvement of secondary and vocational programming were targeted. Emphasis was placed on specific techniques and demonstration models for independent living, vocational education, postsecondary education and competitive employment. It also focused on collection of demographic information, follow-up, and evaluation.

In April of 1984 a paper titled *OSERS Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life* was presented in Washington D. C. at a transition conference. This article is commonly referred to as the "Bridges Paper" and is credited to Madeleine Will, then the Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) in Washington D. C.

The OSERS "Bridges" Model

In the Bridges Paper, Will defined transition as "an outcome-oriented process encompassing a broad array of services and experiences that lead to *employment* (emphasis added) . . . , Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life" (p. 1). Further, Will introduced the OSERS view of transition as a conceptual framework. It was visualized as a bridge with three distinct spans reflecting the passage from school to employment for individuals with disabilities.

Each represents a possible route that one may take in the transition from school to work. The three spans are described as (1) no special services, (2) time limited services, and (3) ongoing support services.

THE THREE SPANS OF THE BRIDGES MODEL

1) **No Special Services** — only those services available to the general population

2) **Time Limited Services** — special services designed to provide opportunities for individuals with disabilities to practice employment skills on the job

3) **Ongoing Support Services** — special programs designed for those who will need ongoing support to maintain employment in the community or in sheltered settings

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So what's happened since then with transition?

In 1986, a reauthorization of the transition initiative was included in additional amendments to the Education of the Handicapped Act. This new legislation, P.L. 99-457, focused primarily on early intervention efforts as a foundation for transition. It also provided additional support for transition through improvement of vocational programming and follow-up studies on special education drop-outs.

The most recent amendment to the Education of the Handicapped Act has been titled as the "Individuals with Disabilities Education Act" (IDEA) (20 U.S.C. Sections 1400-1485). This law was signed on October 30, 1990 by President Bush and officially changed the language "handicapped" to "(individuals) with disabilities." It also contained language requiring that all individualized education programs (IEPs) include a statement of "the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting" [(20 U.S.C. 1401 (e)(i)(d].

So what is the federal government going to do? Shouldn't they give federal money to California for transition services?

While some people feel that the federal government should step in to give financial support to widespread educational problems, it is generally held that responsibility for education rests with the states. In this case, the federal government has taken the lead and attempted to provide direction to states by supporting model programs and requiring that transition services be addressed in the IEP process. While it may be unfortunate that some states have been slow to respond to the transition and career-related needs of their students (Brolin & Schatzman, 1989), the groundwork has been laid.

California has provided direction at the state level, however, many people believe that California should provide special funding to local districts for transition services. Others believe that local districts must become more involved with their own communities and develop networks to support local schools. Some people strongly believe that Individual Transition Plans (ITPs) should be mandated. Others believe that it would just be more paperwork. Most people agree, however, that the goals of maximum independence and employment are reasonable for most individuals with disabilities (Rusch & Phelps, 1987).

THE CALIFORNIA FOCUS

What is California's stance on transition?

California has a history of being at the forefront of controversial educational problems related to special education services (e.g., Larry P., Diana). In the case of transition, California has taken a bold stance.

California has taken a bold stance?

Yes. In 1987, the California Department of Education approved an operational definition of transition (see page 12). It was bold in that several of its key elements exceed the federal scope for transition and go beyond definitions used by others in the field. It described transition as a process that includes four major components with a focus on the broad range of students at risk. Additionally, the definition places an increased emphasis on accountability and documentation of specified outcomes for program graduates.

Who are students at risk?

Students "at risk" are defined as those who experience barriers to *successful* school completion. This broad definition not only includes special education students, but also targets students who are at-risk for not completing school as well as students completing school, but not successfully moving into employment (e.g., all special education students, pregnant minors, youth offenders, students with limited English proficiency, migrants, disadvantaged students, alcohol and drug abusers and dropouts).

But aren't transition programs designed primarily for severely handi. . . , I mean students with severe disabilities?

Many of the existing programs for transition are designed for students with severe disabilities and much of the initial work in the field has focused on transition outcomes for young adults with severe disabilities (Bellamy, Horner, & Inman, 1979; Brown, Nietupski, & Hamre-Nietupski, (1976); Brown et al., 1981; Chadsey-Rusch, Hanley-Maxwell, Phelps, & Rusch, 1986; Pumpian, West & Shepherd, 1988; Rusch, 1986; Sailor, Halvorsen, Anderson, Goetz, Gee, Doering, & Hunt, 1986; Wehman, 1981; Wehman & Barcus, 1985; Wehman, Kregel & Barcus, 1985; Wehman, Moon, Everson, Wood & Barcus, 1988).

Figure 3.

CALIFORNIA DEPARTMENT OF EDUCATION DEFINITION OF TRANSITION

Transition is a purposeful, organized and outcome-oriented process designed to help "at risk" students move from school to employment and a quality adult life.

Expected student outcomes of a successful transition include meaningful employment, a further education, and participation in the community (e.g., living arrangements, social activities, recreational activities, on-going educational opportunities, etc.).

The California educational system is responsible for providing quality educational opportunities and for coordinating with other service delivery systems to provide a broad array of services and activities to help the student move to a successful adult life.

"At risk" students are those who experience barriers to successful completion of school including individuals with exceptional needs.

Successful transition has several components:

TRANSITION FOUNDATION: The foundation provides the opportunity for students to gain the skills necessary for successful involvement in employment and adult life. The foundation is laid as soon as special needs are identified and continues until the student completes movement from school to work and adult life. This could occur as early as one- or two-months-of-age and continue through age 21.

TRANSITION PROCESS: The transition process begins by age 14 or the ninth grade. It involves the student, the family, key education, adult service and other providers working together to assess needs, plan and implement education, training and other activities.

Planning is a critical part of the transition process. A written plan is developed and implemented for each student no later than age 14 or the ninth grade. Planning is a joint effort involving the student, the family, education personnel, adult service and other providers.

TRANSITION CULMINATION: The transition culmination refers to the span of time encompassing: a) the last two years of secondary school, b) the point of separation from school, and c) the two years following separation. During this time, responsibility for transition management shifts from the educational system to the student, the family and/or the adult service delivery system. During this period the student engages in activities related to life in the community.

TRANSITION FOLLOW-UP: The California educational system will be responsible for evaluating outcomes for "at risk" students for two years after movement into employment, further education and community life. Specific responsibilities include: monitoring and evaluating student outcomes; analyzing the implications of this evaluation for transition programs; and referring students and/or their families to other service providers if necessary.

California Department of Education. Adopted 4/29/87

More recently, programs have been designed to address the transitional concerns of students with mild disabilities. While there is some concern that the needs of different categories of students may be different, Berkell and Gaylord-Ross (1989) argue that "educational goals and transition support services needed by persons with disabilities are generic and in fact transcend traditional education and diagnostic categories (i.e., type of handicapping condition" (p. 6).

For example, one student with severe mental retardation may need assistance in learning a functional job task. Another student with a learning disability, may have adequate skills to perform a job task, but lack interpersonal communication skills necessary for interacting successfully with co-workers. Each has a unique need related to the disability, but both students share the common need for a job coach.

If we include children at risk in the scope of transition services, won't that be a very large percent of the total school population?

Yes, it will. In California approximately 10% of the school-aged population is served in special education. However, dropout rates for many high schools are as high as 40-50%. Many of these students will experience significant barriers to school completion and sustained employment.

So transition efforts should include students with mild disabilities as well as students with more severe disabilities?

Yes. The transition movement is intended to sharpen the focus on *the intended outcomes of schooling*. It is designed to help communities to assess the kinds of support services that are available for disabled and other students at risk and to develop systems for effective transition planning and follow-up.

But, wait a minute. It looks like the transition concept in California is intended to include the broad range of students at risk including those with barriers to school completion who are not necessarily served by special education. Is that right?

Yes, the California concept of transition applies broadly to all students at risk. The inclusion of all at risk in the definition is a key element which has raised considerable controversy both within and outside the field. Issues have been raised regarding (a) funding, (b) program effectiveness, and (c) attitudes about who should be served.

Historically, transition was a concept first identified and heavily advocated for by individuals interested in the special needs of students with severe disabilities. Many students with mental retardation and multiple disabilities are completing their formal educations only to move "back" into segregated (nonintegrated) sheltered

workshops, and segregated (nonintegrated) living situations. Others are not able to establish or maintain employment and are living with family members or are placed in institutions or group homes. Advocates for individuals with severe disabilities include their families, professionals from academia and the community, and some vocal individuals who, themselves, have disabilities.

Within special education, advocates for individuals with severe disabilities argue that funds should not be "diluted" to serve the broad range of students with milder disabilities. They argue that transition is "reserved" for the traditionally unserved and underserved populations as identified in the original intent of P.L. 94-142. It is implied that a focus on the mild disabilities (e.g., specific learn- ing disabilities) will hamper research and program development efforts. Further, it is asserted that inclusion of students at risk within transition programs, when they are not identified as having a legitimate disability under provisions of federal special educations laws and regulations, is illegal.

The first problem here is related to *funding*. Special education monies can not be spent on nonspecial education students. However, local districts can establish interagency agreements to develop a range of programs to address transition needs for the broad array of students at risk. This is one reason why interagency collaboration at the local level is crucial.

The second problem here is related to the *effectiveness*. Some districts have opted to concentrate on students with severe disabilities in an attempt to establish "what works" for those with the most significant barriers to employment. So in theory the concept applies to all students at risk, while in actual practice, transition efforts may be concentrated on students with severe disabilities.

The third problem here is related to *attitudes*. Questions as to what "should be" are related to personal value systems and attitudes. Should the concept of transition be limited to the population of students with severe disabilities? Should the concept of employability and successful community life be extended to all special education students no matter how mild the handicapping condition? Should the concept of transition be extended beyond the boundaries of special education into the general education consciousness? Does the Regular Education Initiative (REI) include provisions for a curriculum that is meaningful to students with disabilities and that has a direct relationship to their future goals and adult living environments?

While there are no definitive answers to these questions, it is clear that many students are not making a successful transition from school to employment and community life. California's concept of transition is designed to include students with mild disabilities and other students at risk and to develop support systems for effective transition into community life.

What else is there about the California transition model that makes it unique?

The second key element that stands out in the California definition of transition is related to the expected outcomes for a successful transition. Historically, at the federal level, emphasis has been placed on employment as the primary indicator of a successful transition, California has included both *employment and quality adult life* as expected outcomes for a successful transition.

Quality adult life? How can we ever hope to accomplish that and how would we ever measure it?

That is a good question because certainly there are different beliefs about what constitutes a quality adult life. However, simply getting students into employment is not the only goal of education. It is also desirable for students to be independent and self-sufficient as they leave the educational system. Certainly most people would agree that young adults with disabilities should be provided with opportunities and skills for living as independently as possible and gaining access to transportation and medical resources. It is also important that young adults develop personal management skills (e.g., finances, grooming, independence) and interpersonal communication skills (e.g., having friends, community participation) which are essential for maintaining-long-term employment. For some students with severe disabilities, the establishment and maintenance of employment and independent living are not possible without ongoing support services.

Likewise, many of the mildly disabled students have not acquired the academic and social skills necessary for long-term competitive employment in an increasingly technological society. They may acquire short-term employment or part-time employment without medical benefits. They may live at home with their parents because they are unable to support themselves. They may be parents with no awareness of how to advocate for themselves or their children. They may be living on the street.

Recognizing the scope of the problem, California has chosen to define transition as including both employment and other elements related to quality adult life. Other factors assumed to contribute to successful transition include personal management skills, living arrangements, medical resources, transportation, opportunities for leisure/recreation, advocacy or legal advice and continuing education.

So, California is attempting to develop transition programs which have a primary focus on employment but also include elements related to a "quality adult life." Is that right?

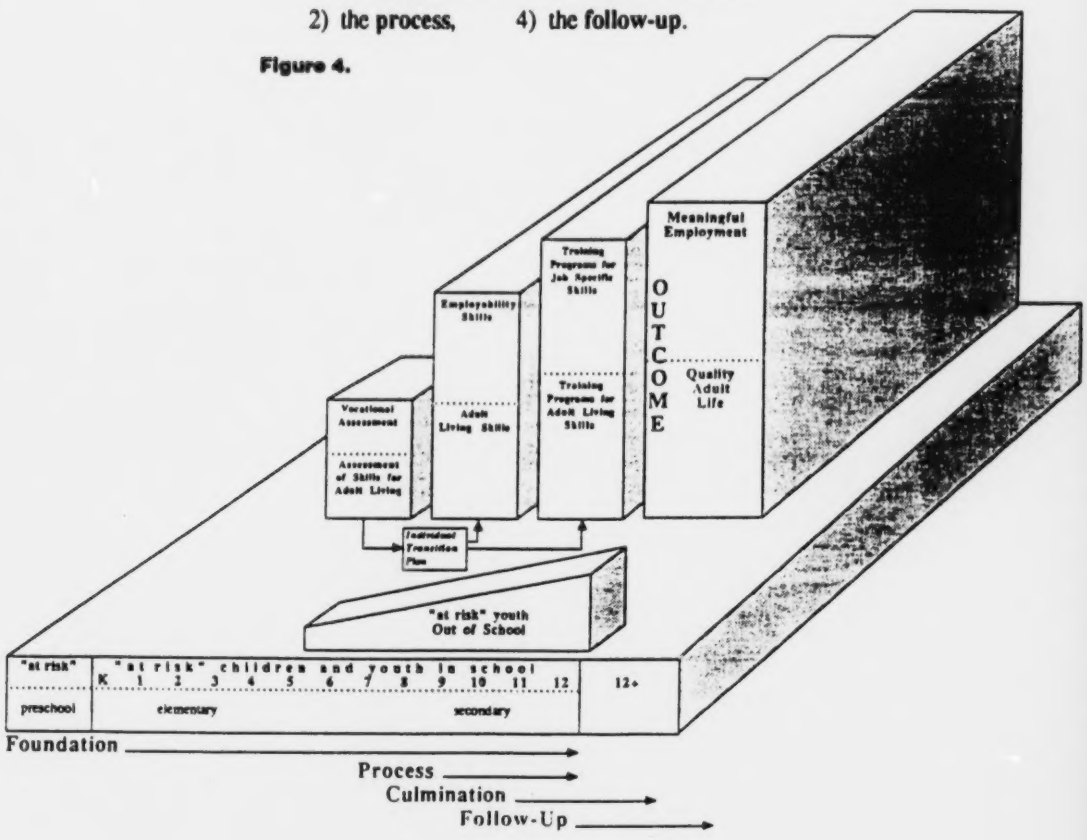
Yes. Employment is still considered to be the primary objective.

Is there anything else in the California transition model that makes it unique?

Yes. The third element of the California definition of transition which makes it unique is its *scope*. Contrary to commonly held beliefs, the California concept of transition covers more than just the latter part of secondary schooling and the first few months of movement into community life. As depicted in Figure 4, the definition specifies four major components:

1) the **foundation**, 3) the **culmination**, and
2) the **process**, 4) the **follow-up**.

Figure 4.



From *Definition of Transition*, CDE, (1987).

The first component is the transition foundation.

It specifies that opportunities to develop skills necessary for transition should be provided as soon a handicapping condition is identified. This could be as early as one- or two-months-of-age.

The second component is the transition process.

It recognizes the importance of family involvement in long-term planning and it includes provisions for a written individualized transition plan (ITP) which is to be implemented by age 14 or by the ninth grade.

The third component is the transition culmination.

It refers to the span of time which people usually think about with transition, the two years before leaving the secondary school system and the two years following school separation.

The fourth component is the transition follow-up.

This component is the accountability clause for the school system. It requires that schools evaluate transition outcomes (i.e., employment and quality adult life) for students at risk. It means that schools must keep records on graduates to know if they are successful in making the transition from school to community life. It implies that schools must use this information to make programmatic changes where necessary.

Transition is not... something to begin to think about when students, especially those with learning and behavior problems, reach the junior or senior level of high school. Transition is not something to begin to think about when a student with a moderate or severe disability approaches age 22. Transition is not something to think about after the student drops out of school.

Transition is... something to think about from the beginning. What are the goals for this child? What kind of work situation is realistically attainable for this student? What kind of living arrangements are possible for this student in adult life? What kind of skills will be essential for this student to be successful in a competitive work setting? What kind of skills will be necessary for independent living in the community? What kind of problem-solving skills will this student need to meet the demands of full integration into the regular school setting and the community? How will the family be involved in this planning process? What agency resources may be necessary?

THE THREE KEY ELEMENTS

It sounds like there is a big push for transition. What are local districts in California currently doing for transition?

California has a variety of programs which are aimed at improving transition outcomes for individuals with disabilities. Some have been supported through federal funding (e.g., Project WORK in San Diego). Some are provided by agencies that work primarily with adults (e.g., Department of Rehabilitation, Department of Developmental Services) and some have been developed in the schools through the Department of Education. One of the best known programs is WorkAbility.

What has been learned from the California experiences?

Between 1986 and 1990, the California Department of Education supported a number of pilot programs based on the California Transition Model. These programs were designed specifically to enhance local transition efforts. The pilots were built to include **THREE KEY ELEMENTS** which were considered to be *necessary* for local transition efforts to be effective.

These key elements are:

KEY #1 A Local Interagency Policy Team
KEY #2 Individual Transition Plans
KEY #3 A Follow-up System

A Local Interagency Policy Team

Interagency collaboration at the local level is crucial for transition to work efficiently and effectively. For many students with severe disabilities, the point of separation from school means that primary responsibility for *ongoing support* is shifted from the school system (Department of Education) to another service agency (e.g., Department of Rehabilitation and Regional Centers, Department of Developmental Services). For students with less severe disabilities, the point of separation from schools marks the path to independent community living and competitive employment with time limited interagency support, if appropriate.

Without some type of time-limited support and collaboration between educators, employers and other service providers, many students fail to successfully make the transition. For drop-outs who fail to complete their educational programs, successful transition into employment and community life is highly jeopardized unless there is multiple agency involvement.

The development of a local interagency policy team is a strategy which is designed to facilitate cooperative efforts among local agencies. It requires commitment to a common goal from all members. It requires that agencies agree

to participate by committing at least one agency representative to regular attendance. The basic idea is that decision-makers from each of the agencies agree to sit at regularly scheduled meetings to discuss terminology, perceived community barriers to transition, local policy, and possible strategies for meeting the needs of students at risk from the community. By working together, local districts can establish interagency agreements to address specific transition needs for identified populations of students in the community.

For example, a local policy team in a rural community might ascertain that one of the major problems in their community is related to the lack of community-based programs for students with severe disabilities. Policy makers could develop strategies for broadening options with the Regional Occupational Program to include students with severe disabilities. Local employers could be instrumental in identifying potential worksites.

In an urban community, a local team might identify teenage pregnancy as a major barrier to school completion for a growing number of disabled and nondisabled students. The team might work to develop programs to support teenage parents as they complete their high school education. A local community service organization could be involved in developing programs designed to deter parenting during the early teenage years.

In each case, the members of the interagency policy team must establish a way to determine the most important needs for the community. A formal community needs assessment is one way for community members to identify what the greatest needs are for a given school attendance area and to establish a priority order for addressing those needs.

What do you mean by a formal community needs assessment?

A formal community needs-assessment is a strategy that has been employed in other states and in some communities in California to identify areas of need for improved transition programming. The purpose is to establish a common understanding of the kinds of programs and services which currently exist both within and outside the formal school system and to pinpoint critical needs both in the school and in the community.

The community needs assessment is based on input from families and a variety of school and community representatives. The needs-assessment instrument asks for responses to a series of statements. These statements, or standards, act as a sounding board against which community members can assess their own school programs and other community services to see where strengths and weaknesses exist.

Where can I find an example of a community needs assessment instrument?

The version which has been used in California was originally developed by Dr. Andy Halpern at the University of Oregon (See Appendix A of this document). Sometimes communities modify the instrument by deleting certain items or incorporating terminology which is meaningful for local school and community members. The instrument consists of a series of statements which are identified as standards for effective transition. The standards are rated by selected members of the school system, representatives from selected service agencies, employers and other community members. Respondents are asked to rate "what is" and "what should be." In this way, a number of standards are identified as priorities for the schools and the community to address.

For example, a local interagency policy team might decide to do a needs assessment in their community. The members of the team could review the instrument and add, delete or change wording on selected items.

Respondents could be selected from high school teachers from general and special education, family members of special education and other students at risk, school psychologists, rehabilitation counselors, representatives from community mental health, regional center representatives, regional occupational center teachers, Job Training Partnership Act (JTPA) representatives, community college representatives, consumers, student advocates, employers and other community members. In all cases, the idea is to include representation from all key players in the community who have information on present practices for serving students.

How would the team designate who should be requested to respond to the items?

Once the local community needs assessment is completed, someone has to be responsible for tabulating the information and preparing to report back to the local interagency policy team members. The report should indicate which areas are viewed by the respondents as the most important areas of need.

To continue with the example, the assessment information might lead the team to decide that first priority needs include:

1. the development of strategies to assist teachers of the core curriculum to adapt their instruction to meet the needs and entry skills of low achieving students
2. designation of one individual in the school system as a coordinator to lead transition-related services
3. development of formal individualized transition plans for special education students

Individual Transition Plans

The second key to an effective transition involves the development of an individual transition plan (ITP) for students. The ITP is both a plan and a process. It includes many of the same components as the Individualized Education Program (IEP) for special education students except that it is broader in scope and longer in range. Where the IEP is usually limited to annual school-related goals for a student, the ITP is related to adult life goals and desired outcomes for the individual.

Interest in transition planning for students with disabilities has become a major focus at both the state and national level. P.L. 101-476 has now mandated that transition services language be included in the IEP. Many states have legislated or are in process of requiring some form of individual transition plan (NASDSE, 1989). In California, an assembly bill was introduced in 1987 which would have required schools to implement ITPs for selected students. The bill was tabled for further study, however, it is very conceivable that similar efforts will be soon be forthcoming.

The ITP process is designed to develop long-range plans for students as they move into adulthood and community life. Issues which may be addressed by the transition planning process include:

1. employment
2. continuing education
3. living arrangements
4. personal management
5. health benefits and medical needs
6. income status and financial needs
7. family and social life
8. community participation
9. recreation and leisure activities
10. transportation
11. advocacy and resource awareness
12. legal and long-term support issues

When does this transition planning begin?

In the broadest sense of the term, transition planning should begin as soon as a child is identified as potentially at risk for noncompletion of school or failure to make a successful transition into employment and community living.

For students with severe disabilities, identification may happen very early in life. The foundation for transition may begin through involvement in infant or preschool services provided through programs designed for early intervention.

Students with mild disabilities and others at risk may be identified at a young age (3- 5 years) but are more likely to be identified in the elementary years. The transition foundation should be characterized by use of teaching strategies which have been identified as having a strong relationship to successful transition outcomes. It is during the foundation that the student should be exposed to information regarding different types of occupations and the skills that different jobs require.

Examples of strategies at the foundation level which have been related to successful transition include:

1. direct instruction
2. clinical teaching
3. mastery learning
4. cooperative learning
5. peer-tutoring
6. functional curriculum/Individualized Critical Skills Model (ICSM)
7. social skills training
8. learning strategies
9. cognitive behavior modification
10. self-management
11. community based instruction
12. self-advocacy

By the time the student reaches the ninth grade (or age 14), formal transition planning is begun. This means that a written ITP is collaboratively developed with participation by a variety of parties. Participation is more than just attendance at a meeting. It requires input from family members, the student, a case manager and various other sources (e.g., rehabilitation counselor, a regional center representative, a probation officer, a community college representative, a nurse, a social worker, an ROP counselor, an advocate, etc.).

A formal transition plan is a document which serves as the collective memory for decisions, team recommendations and responsibilities regarding the educational and interagency plans for a student. The ITP specifies the long-term goals, as established by the family members and the student. Together, the team members decide on the activities which should be pursued, the specific responsibilities of members and the time lines for accomplishment. The team also decides when the next meeting will be scheduled and who will be responsible for gathering needed information.

Where can I find an example of an Individual Transition Plan (ITP)?

Examples of transition plans are available from a variety of sources. Some of the best examples are provided in publications sponsored by the California Department of Education (e.g., *Synthesis of Individual Transition Plans: Format and Process* by LaMar & Rosenberg, 1988). A sample ITP from the University of Illinois-Urbana, National Transition Institute is included in Appendix B.

What is included in an individual transition plan?

Transition planning is an ongoing process tied to adult outcomes. It includes vocational assessment and access to school and community options for development of employment and adult living skills. Premeeting activities allow service providers the necessary time to gather information on the individual student and assess strategies for acquiring skills for successful transition.

Examples of strategies and programs which are have been related to successful transition at this level include:

1. vocational education
2. work experience education
3. regional occupational programs
4. job shadowing/coaching
5. WorkAbility I & II and the Transition Partnership Project
6. home economics
7. family education
8. social skills training
9. independent living training
10. personal care skills

Once the transition plan is established, there must be monitoring to ensure that the student is functioning well and establishing necessary skills for successful transition into employment and adult life in the community. However, the true test for transition begins at the point where students leave, graduate from school, or complete their educational programs. It is this recognition which has led to the development of systems to follow students as they move into the community. The essential question at this point is: **Have planning systems and the interventions provided made a positive difference in terms of the long-term outcomes for students?**

Follow-up

(. . . to see if planning systems have made a positive difference)

The third key to effective transition involves the development of follow-up systems to assess transition outcomes for our students. In 1988, the National Association of State Directors of Special Education (NASDSE) conducted a survey to gather information on national efforts in transition follow-up. It was noted that a total of 12 states (including California) have already started data collection on special education graduates. Additionally, it was noted that nine other states are in process of developing some type of data collection system in the near future.

The purpose behind the development of a follow-up system is three-fold. First, it allows us to assess whether or not our students are, in fact, gaining and maintaining employment and independent living in the community. Second, it can act as a referral point for student leavers who are floundering. Third, it allows for some retrospective assessments to be made about the effectiveness of programs that we are providing to support transition efforts.

Are schools now supposed to provide education and training to students after they graduate or leave school?

No. Follow-up means that schools are responsible for collecting data on students at risk for at least two years after they leave the educational system. Follow-up data will allow assessessment of whether or not students are, in fact, gaining and maintaining employment. This information will be used to monitor and evaluate educational programs and make data-based decisions for change when needed.

It will cost money! It will take time! We don't have any personnel! Why should we do follow-up? It's not our job!

There are some people who say that follow-up is not important. They believe that once students leave the school, the job is done. Other people feel strongly that the school system does have some responsibility for gathering information on students to see if the education that was provided to them leads to a successful and productive adult life.

Stop for just one minute and think. Would you calmly accept the services of an orthopedic surgeon (on an emergency general practitioner's credential) who performed many operations and then made no attempt to see if the patients even lived through the first six months. Would you be interested to know that only 15% of the patients served by this surgeon were fully recovered two years after their operations and 75% were totally incapacitated. Many educators consider their jobs to be as important to the lives of the young people they serve, as surgeons are to the lives of their patients.

Well, even if we wanted to do follow-up, we don't have any way to know where students have moved two years after they leave school.

You are right. This is not an easy problem. Here in California and in other states this has been one of the hardest issues in doing follow-up studies. To address this issue, schools must take information on students before they leave the system and then make systematic efforts to keep contact so that address changes can be noted. Nationally, migrant education and Project Headstart have led the way in designing longitudinal follow-up systems to assess the effectiveness of their programs. The data collection model for California requires that information be collected during the senior year (or the year of school completion when students with severe disabilities remain in school through age 21).

But that's too late. Many students at risk and special education students leave school or drop out before they get to their senior year.

You are absolutely right. A ***follow-along system*** which systematically tracks the kinds of programs that students take and the points at which they are lost is needed. Special education is currently developing better ways to serve students before they give up and leave the system. Currently, a number of local districts, counties and Special Education Local Planning Areas in California are trying to establish follow-up and follow-along methods which fit their needs.

What are some kinds of follow-up methods?

Probably the three most common kinds of follow-up surveys are done in person, by phone, or by mail. Mailed surveys tend to get a much lower response rate than other methods. Personal interviews are time-consuming and costly. Phone surveys are fast and tend to yield a fairly high response rate. Sometimes a variety of methods are used to ensure that a representative sample of students will respond. For some populations of former students, however, personal interviews are necessary because of disability or communication limitations.

What are some of the questions on the follow-up instrument?

Usually, follow-up questionnaires ask for information related to: (1) program characteristics while in school, (2) and information related to post-school variables such as employment/benefits status, living status, resource utilization from human service agencies, degree of community integration and adjustment (NASDSE, 1989). In California, data collection instruments were initially developed through grants sponsored by the California Department of Education. Since that time, these follow-up instruments have been modified and refined by a number of district and county school systems. Sample forms which have been refined for use in a federally funded study (Haynes, 1991) sponsored by the

Mendocino County Office of Education are included in Appendix C. These instruments have been piloted in a number of California communities.

Why are there so many questions on the instrument?

Well, you should only ask questions that are necessary for your purposes. If you are interested in employment, then you will probably need to ask about number of jobs, length of employment, hours per week, rate of pay, promotion status, benefits, type of transportation, kind of job, job title, how the job was found. If the student is not employed, then it will be important to find out why. Maybe the former student is otherwise engaged in a continuing education program or the military services. Maybe the student doesn't have the necessary skills to acquire or maintain employment.

Maybe unemployment rates are high in the given community. Maybe transportation is an issue. Maybe the individual doesn't like any jobs that are available or is totally uninterested in working. Maybe the former student doesn't have the proper clothing for a job interview. Maybe there are emotional problems or other factors that are inhibiting the individual from getting a job. Many factors are important and consequently, there are many questions just about employment.

The first thing to remember is — you don't ask any question if the answer is not going to be useful. The second thing to remember is — if you do want to get an answer which is useful, you must consider all the possible options in your response choices.

Is follow-up designed just for special education students or for all students at risk?

In other states, follow-up studies have generally included only special education students. For example, Dr. Eugene Edgar at the University of Washington has been doing follow-up studies on special education students in the Portland School District for several years. California, on the other hand, piloted its follow-up instrument in several communities and collected data from special education students, students at risk and samples from the general school population of graduating seniors.

Why would districts want to survey regular education students too? That seems like so much work!

Let's take an example. It is interesting to say that 40% of the special education students in City A are employed and that 10% are in some type of continuing education. It is much more meaningful to add that in general education, 74% of the students are employed and 35% are in some type of continuing education program. The picture becomes even more clear if you note that of the special

education students who are employed, the average wage is $4.35 per hour for an average of 25 hours per week with no benefits, as compared to general education students whose average wage is $10.52 per hour for an average of 36 hours per week with fringe benefits in 62% of the cases.

The concept of normalization holds that individuals with disabilities should be provided with maximum opportunity to interact with their nondisabled peers so that they can acquire the norms and patterns of everyday life. If systems of service delivery fail to provide them with the tools they need to get and hold jobs and live independently in the community, then patterns of service must be changed. If specific programs can be identified which produce high rates of employment and independent living for students at risk, then they should be identified and replicated so that others can benefit.

MAKING A COMMUNITY PLAN FOR TRANSITION

Before beginning the process of making a plan for improving transition outcomes for the community, it is important to give some time and thoughtful consideration to the unique factors which characterize the community. A plan that can work for one district may be quite different than a plan that can work for another district. In order to assess the unique factors in the community, a number of questions have been developed which can be considered.

First, take another look at the sample forms provided in the Appendices (i.e., the Community Needs Assessment, the Individual Transition Plan, and the Follow-Up Data Collection Instruments). Record tentative responses to the *Community* Transition Readiness Checklist on the following page. Be sure to write down specific information including names, affiliations and phone numbers. Answers will serve as a guide for establishing a tentative plan for improving transition outcomes for the community.

After completing this activity, decide if the community is ready to embark on a Community Plan for Transition. Look again at the responses to the ten questions on the checklist. If many of the questions are difficult to answer, some preliminary work may be needed within the district to heighten awareness of transition concerns. Additionally, contact can be made with individuals possessing high positive influence both within the school system and in the community to discuss these issues. The decision to implement a plan for improving transition outcomes for students at risk is not to be taken lightly. It must come from a basis of designated need and it must have to support of key leaders in order to be successful.

If there are further questions or concerns, contact individuals from other communities who have already started the process implementing a community plan for transition. Appendix D includes a listing of agency resource contacts for transition service support.

Figure 5.

Community Transition Readiness Checklist

- ❑ **Question 1:**
  Who are the "movers and shakers" from your community who might be willing to be involved in the needs assessment process?
  List key individuals representing the schools, employers, parents, community agencies and organizations.
- ❑ **Question 2:**
  Does your community have an existing structure which could be used or modified to facilitate the organization of an interagency policy team (ITP)? If not, could one be established?
- ❑ **Question 3:**
  Who might be a good candidate to facilitate the community needs assessment process (distribution, collection, tabulation, summary and feedback)?
- ❑ **Question 4:**
  Whose approval and/or involvement will be necessary to get the process started and is it likely you get this needed support?
- ❑ **Question 5:**
  Are there any available sources or avenues to pursue for covering the initial costs for phone calls, postage, copying, meeting space, clerical support, etc.?
- ❑ **Question 6:**
  Who would be a possible candidate for taking responsibility in making contacts and maintaining the communication process with teachers at the school site level?
- ❑ **Question 7:**
  Who could take responsibility for developing an ITP process and implementing Individual Transition Plans with students?
- ❑ **Question 8:**
  Who could take responsibility for working with school staff in developing and implementing a follow-up system for graduates and school leavers to assess their transition outcomes?
- ❑ **Question 9:**
  Would school staff at the middle school or elementary school level be interested in developing and implementing a follow-along system for tracking programs and services to special education and other students at risk?
- ❑ **Question 10:**
  Is there enough interest in your district to begin developing a preliminary plan for addressing the transition needs of students in your community?

(Kearly, 1991)

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Appendix A

A Community Needs Survey

COMMUNITY NEEDS SURVEY

of Secondary Education, Transition and Adult Service Opportunities

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For each criterion listed below, indicate the value you attach to this criterion and the extent to which you believe your community is meeting the criterion for each population.

Transition

1. Transition goals are addressed as part of the planning process for students.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

2. Employment objectives are addressed in the transition planning process.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

3. Independent living objectives are addressed in the transition planning process.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

4. **Social/interpersonal objectives are addressed in the transition planning process.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

5. **Post-secondary educational objectives are addressed in the transition planning process.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

6. **Information exists on the exact type and nature of community services currently available to students and graduates.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

7. **Collaborations between education and adult opportunities, for the purpose of transition services, are formalized in a written policy or procedural agreements.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

8. **One or more persons are specifically designated to coordinate the transition-related services of schools and adult opportunities/services.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

9. **Procedures exist for securing parent involvement in the transition planning process for their child.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

10. **Procedures exist for securing parent involvement in the transition implementation process for their child.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

11. **Procedures exist for evaluating the impact of transition programs and service.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

Documentation

12. Demographic information (i.e., age, gender, ethnicity, and type of disability, etc.) is systematically collected and available for program planning and review on students currently enrolled in secondary education programs.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

13. Education plans routinely include information on academic objectives for students.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

14. Education plans routinely include information on vocational objectives for students.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

15. Education plans routinely include information on independent living objectives for students.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

16. **Education plans routinely include information on social/interpersonal objectives for students.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

17. **Transition activities are documented through the utilization of a formal Individualized Transition Plan (ITP).**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

18. **ITP's are developed no later than the sophomore year and are reviewed at least annually.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

19. **Well defined criteria exist for determining who may receive a regular diploma, a modified diploma, and/or a certificate of achievement.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

20. **Demographic information (i.e., age, gender, ethnicity, and type of disability, etc.) is systematically collected and available for program planning and review on students with respect to the manner in which they exit from school (graduate with regular diploma, graduate with modified diploma, graduate with certificate of attendance, drop out, age out, etc.)**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

21. **Procedures exist for conducting systematic follow-up evaluations on the community adjustment of students who leave school either by graduation, by dropping out, or by aging out.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a.Special Education	3	2	1	0	0	1	2	3
b.At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

ADMINISTRATIVE SUPPORT

22. **Work load assignments to teachers include adequate time to prepare lessons.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a.Special Education	3	2	1	0	0	1	2	3
b.At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

23. **Procedures exist for using aides and volunteers effectively within instructional programs.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

24. **Appropriate in-service training is regularly provided to personnel who are responsible for secondary education programs.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

25. **There is an advisory board, consisting of school staff, community agency representatives, parents, students, former students and employers, which meets regularly to monitor, evaluate, and recommend improvements for the secondary education program.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

Curriculum and Instruction

26. **Students have complete access to the core curriculum.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

27. **Students have complete access to remedial instruction.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

28. **Students have complete access to the vocational education program.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

29. **Students have complete access to vocational instruction designed to meet individual needs.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

30. **Vocational training opportunities include a wide array of options, which are properly referenced to the job markets that will be available when training is done.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

31. **Supervised instruction in the community is available as one option within the vocational education program.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

32. **One component of instruction in the vocational education program is *actual* job experience in the community.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

33. **Students have access to instruction in independent living skills.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

34. **Supervised instruction in the community is available as one option within the independent living curriculum.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

35. **Students have access to instruction in social/interpersonal skills.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

36. **Supervised instruction in the community is available as one option within the personal/social curriculum.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

37. **Procedures have been developed for placing students properly within the array of curricular opportunities.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

38. **Procedures exist for securing parent involvement in instructional placement decisions for their child.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

39. **Instructional procedures for students include a systematic component that deals with maintenance and generalization (retention and demonstration in new settings) of student learning.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

40. **Curriculum materials are age-appropriate.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

41. **Procedures exist for regularly receiving and reviewing new curricular materials that are relevant to secondary students.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

42. **Procedures exist for evaluating the impact of the curriculum in terms of student learning outcomes.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

43. **Specific programs exist for facilitating the social integration of students into regular school programs based on individual needs.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

Coordination and Mainstreaming

44. Students have opportunities to learn prerequisite entry skills that are needed for participation in the core curriculum.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

45. Students have opportunities to learn prerequisite entry skills that are needed for participation in the vocational education program.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a.Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

46. Teachers of core courses are provided with assistance in adapting their instruction in order to meet the needs and entry skills of students.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

47. Teachers of vocational education courses are provided with assistance in adapting their instruction in order to meet the needs of students.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

48. **Where negative attitudes exist towards different student populations, specific activities are undertaken to change such attitudes.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

49. **One or more people are specifically designated to coordinate the relationships between special programs and the core curriculum.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

50. **One or more people are specifically designated to coordinate the relationships between special programs and vocational education programs.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

51. **Collaborations between special programs and the core curriculum are formalized in written policy or procedural agreements.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

52. **Collaborations between special programs and the vocational education programs are formalized in a written policy or procedural agreements.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

53. **Procedures exist for evaluating the effectiveness of program coordination efforts between special programs, core curriculum and vocational programs.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

54. **Procedures exist for securing parent involvement in monitoring and evaluating school programs for their child.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

Community Opportunities

55. **Integrated services and opportunities are available which address the employment needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

56. **Integrated services and opportunities are available which address the income maintenance (SSI,school loans, etc.) needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

57. **Integrated services and opportunities are available which address the residential needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

58. **Integrated services and opportunities are available which address the leisure needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

59. **Integrated services and opportunities are available which address the social support needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

60. **Integrated services and opportunities are available which address the adult education needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

61. **Integrated services and opportunities are available which address the health care needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

62. **Integrated services and opportunities are available which address the transportation needs of school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

63. **Procedures for referral and eligibility determination are adequate and timely for employment services available to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

64. **Procedures for referral and eligibility determination are adequate and timely for income maintenance services (SSI, school loans, etc.) available to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

65. **Procedures for referral and eligibility determination are adequate and timely for residential services (group homes, low income housing, etc.) available to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

66. **Procedures for referral and eligibility determination are adequate and timely for social support services available to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

67. **Procedures for referral and eligibility determination are adequate and timely for adult education services available to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

68. **Procedures for referral and eligibility determination are adequate and timely for health care services available to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

69. **Procedures for referral and eligibility determination are adequate and timely for transportation services available to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

70. **Community services and activities for leisure purposes are available and accessible to school leavers.**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

Rater Information

Name (Optional): _____

Today's Date_____

Transition Team Location: City or County _____

Agency Affiliation/Representation: _____

Position in the agency _____

Parent

Employer

REV. 4/98 (ADAPTED FROM COMMUNITY NEEDS ASSESSMENT, ANDY HALPERN, Ph.D.)
KATE MORAN Ph.D., EDUCATION TRANSITION CENTER

COMMUNITY NEEDS SURVEY - Definitions

ADULT OPPORTUNITIES: Adult opportunities refer to services or provisions in the community that assist adults in meeting (1) employment needs, (2) income maintenance needs, (3) residential needs, (4) leisure needs (5) social support needs, (6) adult education needs, (7) health care needs, and (8) public transportation needs.

AT-RISK STUDENTS: Students who are frequently absent, tardy, truant; have potential to drop out due to pregnancy, marriage, financial needs, dislike of school, classes or teacher; lack of basic skills; have disciplinary problems, low self-esteem, emotional or physical problems, or feelings of alienation (California Education Code 54721 [c]).

GENERAL EDUCATION STUDENT: For the purpose of this survey, a general education student is any student not considered special education or at-risk as defined in this document.

INDEPENDENT LIVING SKILLS CURRICULUM: The process of helping at-risk individuals become capable of: (1) traveling about the community alone; (2) living independently in a private residence; (3) maintaining health through proper self-care and use of medical services; (4) living within personal income; (5) carrying out basic financial transactions; (6) maintaining acceptable grooming and appearance; (7) dealing competently with legal, family, or other social problems; and (8) coping with any other social and/or physical requirements interfering with the individual's ability to live independently in a particular environment because of severe physical, mental or emotional disability.

INDIVIDUAL TRANSITION PLAN (ITP): A Individual Transition Plan is a written vision of where in the future the student will live, work and socialize. The basic purposes of the ITP are:

(1) the coordination of multiple services in order to reduce duplication of services and prevent service interruption;
(2) the measurement of student progress toward adult goals;
(3) the evaluation of transition services; and,
(4) increased parent and student participation.

INTEGRATED SERVICES: Integration refers to access to, inclusion in, and participation in all community activities. Integrated activities and services implies that all services and facilities providing those services are available to all students/adults regardless of mental, physical, or cultural differences. Thus, an integrated site implies that there is a balance of different types of students/adults and those students/adults interact with various personal, social and professional activities.

PERSONAL/SOCIAL SKILLS CURRICULUM: The process of helping at-risk individuals to establish and maintain personal relationships with (1) significant others, (2) family, (3) friends, (4) co-workers, (5) advocates, and (6) others.

SPECIAL EDUCATION STUDENT: Any student that has been referred for special education and has a formal Individual Education Plan IEP) on file.

TRANSITION: Transition is a purposeful, organized and outcome oriented process designed to help students move from school to employment and a quality adult life. Expected student outcomes of a successful transition include meaningful employment and participation in the community (e.g. living arrangement, social activities, recreational activities, on-going educational opportunities, etc.)

TRANSITION PLANNING: Transition planning involves developing a framework of desirable future outcomes for students that:

(1) state goals leading to transition,
(2) state short term objectives to achieve goals,
(3) state activities to achieve the objectives,
(4) state responsibilities of agencies and individuals

VOCATIONAL EDUCATION: Public school vocational education consists of systematic, organized programs within the public school system and consists of class training in: (1) agriculture, (2) business, (3) home economics, (4) health occupations, (5) industrial arts, (6) marketing and distribution, and (7) trades and industry. Vocational education involves occupational awareness, exploration, and preparation. It emphasizes leadership development, practical hands-on experience or applications, entrepreneurship as well as a set of attitudes, knowledge, and skills relative to jobs and job tasks. Vocational education also prepares students for advanced training and education at the post secondary-level.

DIRECTIONS FOR COMPLETION OF THE COMMUNITY NEEDS SURVEY

In order to develop appropriate programs for secondary education and transition services, program needs must be identified. The following survey was developed to help community members identify different needs for secondary programming and examine how far along the community is in providing those needs.

The survey lists seventy criteria about services to secondary students. As you respond to each criterion please remember that each criterion should be viewed as a suggestion for developing meaningful secondary programs for different student populations. What may be critically important to one student population may not be important to another student population.

For each criterion you are asked to determine how important the stated service(s) is to three secondary school populations: (1) special education students, (2) at-risk students, and (3) general eduation students. Definitions for these population and other terms used throughout the survey are attached to help complete the survey.

Below is an example of a criterion with directions for completion.

1. **Individual transition plans and activities for secondary students are documented (written) in a formal Individual Tranistion Plan. (ITP)**

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
a. At-risk	3	2	1	0	0	1	2	3
a. General Education	3	2	1	0	0	1	2	3

CRITERION COMPLETION:

First, make a judgment as to how important you and the group you represent believe ITPs are for special education, at-risk, or general education students, and circle *one number for each population.* in the value section. For example, if you believe ITPs are important for at-risk and special education students, but not important for general education students you would circle 2 (Important) for the at-risk and special education student population and 0 (Not Important) for the general education student population under the value section. Three numbers would be circled.

Remember, these criterion should be viewed as a suggestion for *developing* secondary programs - what may be critically important to one population maybe only somewhat important for another student population. Do not assume that all criteria are necessary for developing a quality secondary program for the three different student populations.

2). Second, determine what is the current status or level of achievement of the criterion you have just rated - that is: In your community schools, are ITPs written for each secondary student? For example, say you decided that ITPs are 'Important' (Value 2) for at-risk students. Now indicate the current status of actually writing ITPs for at-risk students by circling 0 for Completely Achieved, 1 for Mostly Achieved, 2 for Partially Achieved or 3 for Not Achieved. In some cases you may not feel adequately informed about the current status of one criterion. For example, if you are a rehabilitation counselor you may not feel confident about rating the current status of an instructional program in the local high school. If you do not know the current status or level of activity in implementing the criterion for the different student populations, please leave the current status section blank for those populations.

A completed criterion for the three populations is presented below as an example:

1. The teacher pupil ratio for secondary classes should be less than 20 to 1.

Student Population	Value				Current Status			
	Critical	Important	Somewhat Important	Not Important	Completely Achieved	Mostly Achieved	Partially Achieved	Not Achieved
a. Special Education	3	2	1	0	0	1	2	3
b. At-risk	3	2	1	0	0	1	2	3
c. General Education	3	2	1	0	0	1	2	3

GENERAL SCORING

The first round of scoring the results will be completed by the Education Transition Center. In order to provide adequate information at the planned meeting on _____, it is important that you return your completed survey by _____. To aid you in understanding the over all purpose of the Community Needs Survey and how your imput will be used for planning within the group setting, a brief overview of how the instrument is scored is provided below.

Once each participant has selected a value and a current status rating for the criterion, the two ratings are summed. Each criterion recieves a total score ranging from 0 to 6. A low score indicates that the criterion is not in need of attention at this time. A high score indicates an important criterion that is not completely achieved. For example, if the value of a criterion is rated 3 (Critical) and the current status is rated 3 (Not Achieved),. the score for that criterion would be 3 + 3, or 6. This criterion would be considered higher priority than a criterion rated 3 in value (Critical) and 0 in current status (Completely Achieved), for which the total score would be 3 + 0, or 3. These scores become the first step in helping to reduce a large number of possible program services for improvement to a smaller number of selected services for immediate attention. This process will reduce the number of criteria to approximately 10 to 20 priority needs. If you have left the current status rating blank the scores will be adjusted appropriately.

At the scheduled meeting on _____, we will work together to further select needs from the prioritized list of 10 to 20 criteria. Selection of a smaller number of criteria will be based on looking at the feasibility of actually addressing a criterion at a given point in time. Feasibility is defined in terms of four characteristics: (1) the amount of control that team members have over the resources needed to address the criterion, (2) the timelines of addressing the criterion in terms of current political realities, (3) the availability of qualified people to address the criterion and (4) the potential impact of addressing the criterion at a given point in time, as contrasted with the potential impact of addressing some other criterion.

CRITERIA GROUPING

There are five criterion groupings in the survey that you will be asked to respond to:

(a) Transition Planning for secondary students
(b) Documentation of secondary program services
(c) Curriculum and Instruction for secondary programs
(d) Administrative Support
(e) Community Opportunities for secondary graduates and school leaver

Appendix B

A Sample Individual Transition Plan

TPG 1 or 2 (Circle)

Transition Planning Guide (TPG)

(Use Directions Manual to Complete This Form.)

Illinois Transition Project (1990).
Southern Illinois University
Carbondale, IL 62901

I. General Information

A. Personal Identifiers:

1. Name: Last_____ First_____ 2. Sex: M F
3. DOB: Mo.____/Day____/Year_____ 4. ID #: _ _ _ _ _ _ _ _ _ _ _
5. Disability Category - (Check ✓ one): S/PMH ❑ TMH ❑ EMH ❑ LD ❑ BD ❑ EH ❑
   PH/C ❑ HH ❑ VI ❑ OHI ❑ SP/L ❑ DEAF ❑ DB ❑ Other (Describe)_____
6. Ethnic Code - (Check ✓ one): White ❑ African American ❑ Hispanic ❑ Asian ❑ Indian ❑
7. Parent or Guardian: _____ Secondary Reference:_____
   Address:_____ Address:_____
   _____ _____
   Phone: _____ Phone:_____

B. Secondary School Experience:

1. Name of School: _____ 2. School District: _____
3. Type of School (Check ✓ one): a. Regular High School ❑ b. Special School (Public) ❑
   c. Other (Describe)_____
4. Program Placement (R=>40% Reg. Ed.; S=≥60% Sp.Ed.): _____; _____; _____; _____

C. Projected Date of School Exit: ..... Mo:_____ Year:_____

D. Consumer, School and Non-School Participants in Transition Planning: Slash (/) if contacted regarding transition planning, (X) if involved in transition planning, and circle (Ⓧ) if in attendance at formal transition plan meeting.

	Date of Transition Planning Meeting			
1. Consumer	/ /	/ /	/ /	/ /
a. Student				
b. Parent(s)/Guardian				
2. School(Optional to write in name of participants)				
a. Special Education Teacher(s)				
b. Special Education Administrator				
c. Vocational Education Teacher(s)				
d. Vocational Education Administrator				
e. Regular Education Teacher(s)				
f. Regular Education Administrator				
g. Psychologist				
h. Social Worker				
i. Prevocational Coordinator				
j. Guidance Counselor				
k. Other(Describe)_____				
_____				
_____				
_____				
_____				
3. Non-School (Optional to write in name of participants)				
a. DORS Counselor/VAC				
b. JTPA Representative				
c. Employment Services Provider				
d. Community College Representative				
e. Community Living Skills Training Program Rep.				
f. Residential Services Provider				
g. Adult Services Case Coordinator				
h. Other (Describe)_____				
_____				
_____				
_____				
_____				

Content Of This Form Is Advisory, Not Binding On The IEP Process

II. Desired Post-School Outcomes: (Recommended to be done in conjunction with "personal futures planning" activity.)

	Date of Transition Planning Meeting			
A. Employment (Check ✓ one):	/ /	/ /	/ /	/ /
1. None Due to Expected Enrollment in Post-Secondary Ed.				
2. Competitive Employment (No Need for Support)				
3. Competitive Employment (Time-Limited Support)				
4. Supported Employment (Infrequent Support)				
5. Supported Employment (Daily Support)				
6. Other (Describe)				
B. Post-Secondary Education or Training (Check ✓ one):				
1. None Due to Expected Post-Secondary Employment				
2. Community College or University (No Need for Support)				
3. Community College or University (Needs Support)				
4. Technical/Trade School (No Need for Support)				
5. Technical/Trade School (Needs Support)				
6. Adult Education Class(es) (No Need for Support)				
7. Adult Education Class(es) (Needs Support)				
8. Adult Education Class(es) (Special Class)				
9. Other (Describe)				
C. Residential: (1) for Immediate; (2) for Long Term.				
1. With Parents or Relatives				
2. Independent Living (No Need for Support)				
3. Independent Living (Time-Limited Support)				
4. Independent Living (Ongoing, But Infrequent Support)				
5. Independent Living (Daily Support)				
6. Group Home Living (Supervision)				
7. Group Home Living (Supervision and Training)				
8. Group Home Living (Skilled Nursing)				
9. Other (Describe)				
D. Recreation and Leisure (Check ✓ one):				
1. No Assistance Required for Person to Participate in Community Recreation and Leisure Activities				
2. Time-Limited Support Needed for Person to Participate in Community Recreation and Leisure Activities				
3. Ongoing, Infrequent Support Needed for Person to Participate in Comm. Recreation and Leisure Activities				
4. Ongoing, Daily Support Needed for Person to Participate in Comm. Recreation and Leisure Activities				
5. Other (Describe)				

Comments (Date all Entries):

Content Of This Form Is Advisory, Not Binding On The IEP Process

III. Action Plan: Services Needed (SN) in Next Year to Attain Desired Post-School Outcomes: Check (✓) All That Apply. Circle Services Provided ((✓)) at Annual Review.

SERVICES NEEDED	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end
A. Vocational Evaluation												
B. Career Counseling/ Guidance												
C. Career/Voc. Ed. Class(es)												
D. Community Work Experience(s)												
E. Job Placement												
F. Post-Employment Support												
G. Academic Training												
H. Domestic Skills Instruction												
I. Community Skills Training												
J. Social Skills Instruction												
K. Self Advocacy Training												
L. Rec./Leisure Instruction												

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SERVICES NEEDED	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end	SN ✓	Date: _____ Service Description & Responsible Party	Timeline begin / end
M. Post-Sec. Ed Support	☐		/	☐		/	☐		/	☐		/
N. Residential Services/Support	☐		/	☐		/	☐		/	☐		/
O. Social Support	☐		/	☐		/	☐		/	☐		/
P. Family Support	☐		/	☐		/	☐		/	☐		/
Q. Income Support	☐		/	☐		/	☐		/	☐		/
R. Transportation Assistance	☐		/	☐		/	☐		/	☐		/
S. Medical Needs/ Therapies	☐		/	☐		/	☐		/	☐		/
T. Assistive Tech./ Adaptive Devices	☐		/	☐		/	☐		/	☐		/
U. Case Management/ Coordination	☐		/	☐		/	☐		/	☐		/
V. Guardianship/ Advocacy	☐		/	☐		/	☐		/	☐		/
W. Other (Describe)	☐		/	☐		/	☐		/	☐		/
X. Other (Describe)	☐		/	☐		/	☐		/	☐		/

Exit / Follow-Up Assessment

Addendum to the Transition Planning Guide

Illinois Transition Project (1990).
Southern Illinois University
Carbondale, IL 62901

I. General Information

A. Personal Identifiers (From TPG):

1. Name: Last_____ First_____ 2. Sex: M F
3. DOB: Mo.____/Day____/Year_____ 4. ID #: _ _ _ _ _ _ _ _ _ _ _ _
5. Disability Category - (Check ✓ one): S/PMH ☐ TMH ☐ EMH ☐ LD ☐ BD ☐ EH ☐
   PH/C ☐ HH ☐ VI ☐ OHI ☐ SP/L ☐ DEAF ☐ DB ☐ Other (Describe)_____
6. Ethnic Code - (Check ✓ one): White ☐ African American ☐ Hispanic ☐ Asian ☐ Indian ☐
7. Parent or Guardian: _____ Secondary Reference:_____
   Address:_____ Address:_____
   _____ _____
   Phone:_____ Phone:_____

B. Exit Information:

1. Date of Public School Exit: Mo.___ Yr.___
2. Reason For Exit: a. graduation/diploma ___ b. drop-out ___ c. completion of eligibility ___
   d. other_____

C. Interview Information:

1. Date of Interview: Mo____/Day____/Year____ 2. Interviewer:_____
3. Interviewee(s):_____

D. Marital/Family Status Of Former Student:

1. Marital Status: a. single ____ b. married____ c. divorced____ d. engaged____
2. Number of Children: ____

II. Follow-Up Assessment

A. Employment:

1. Has *person* been employed at any time since school exit? . . . .yes___ no___(If no go to A10)
2. Does *person* currently have a job? . . .yes___ no___(If no go to A10; if yes describe)_____
3. How did *person* get current job? . . . . a. self____ b. school___ c. rehabilitation agency___ d. family/friend network___
   e. other(describe)_____
4. What is the classification of *person's* current job? a. competitive ___ b. supported ___ c. sheltered ___
   d. other_____
5. How long has *person* had this job?. . . . . _____months
6. How many hours per week does *person* work? _____ hours/week
7. What is *person's* pay per hour for this work? . . . _____per hour
8. How satisfied is *person* with this job? ...a. very___ b. somewhat___ c. not very___ d. not at all___
9. If *person* is employed, is any agency or service involved at this time? . .yes____ no____
   (If yes, describe)_____
   _____
10. Is *person* in need of additional employment assistance from an adult agency or service? yes____ no____
    (If yes, describe)_____
11. Amount of time unemployed since school exit? ____months
12. Reason for unemployment? _____
13. Is person receiving government benefits? ___SSI ___SSDI ___Medicaid other (describe)_____
14. Has working affected benefits? ___SSI ___SSDI ___Medicaid other (describe)_____

B. Post-Secondary Education:

1. Is *person* receiving any post-high school educational services? . . . . . .yes____ no_____(if no go to B5)
2. Where is *person* receiving these educational services?
   a. university____ b. community college____ c. sheltered workshop____ d. other (describe)_____
3. If *person* is involved in post-secondary educational services, does *person* receive assistance from any agency or support service? yes____ no____ (If yes describe)_____
4. How satisfied is *person* with these educational services...a. very___ b. somewhat___ c. not very___ d. not at all___
5. Is *person* in need of additional educational services? . . . . .yes____ no_____(If yes describe)_____
   _____

Continued on Back

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C. **Residential:**

1. Where does *person* live now? a. parent/guardian____ b. alone____ c. with spouse or roommate____
   d. group home ____ e. other(describe)_____
2. If person lives at home, how likely will *person* eventually live away from home?
   a. definitely will____ b. probably will____ c. probably won't____ d. definitely won't____ e. don't know____
3. Do you see this *person*'s residential situation changing in the next five years? . . . . yes____ no____
4. Describe the residential arrangement that you anticipate for this individual in the future.

   _____

   _____
5. How satisfied is *person* with current residential situation?..a. very____ b. somewhat____ c. not very____ d. not at all____
6. Is any agency or service involved with *person*'s residential situation at this time? . . . . . yes____ no____
   (If yes describe)_____

   _____
7. Is *person* in need of additional residential assistance from an agency or service?. . . . . .yes____ no____
   (If yes, describe)_____

   _____

D. **Social-Interpersonal and Recreation/Leisure:**

1. How frequently does *person* get together with friends? a.) less than once a week___ b.) once a week___
   c.) 2-3 times a week___ d.) 4-5 times a week___ e.) more than 5 times a week____
2. Does *person* belong to any community groups, like a sports team or church group? yes____ no____
   (If yes describe)_____
3. How many good friends does *person* have? a. none___ b. one___ c. 2-3___ d. 4-5___ e. 6 or more___
4. How often does *person* attend community social events? a. daily___ b. weekly___ c. monthly___ d. yearly___ e. never___
5. Does *person* have a recreation/leisure hobby? yes___ no___ (If yes describe)_____
6. How often does *person* make purchases in the community? a.daily___ b.weekly___ c. monthly___ d. yearly___ e. never__
7. Is any agency or service involved with *person's* social-interpersonal and recreation/leisure life? yes___ no___
   (If yes describe)_____
8. Is person in need of any additional assistance from an agency or service to assist with his/her social-interpersonal and recreation/leisure life? yes___ no___ (If yes describe)_____
9. How does *person* travel to and from community activities?_____
10. Does *person* need assistance to travel in the community? yes___ no___ (If yes, describe needed assistance)_____

    _____
11. How satisfied is *person* with present social-interpersonal and recreation/leisure life?...a. very___ b. somewhat___
    c. not very___ d. not at all____

E. Previous High School Experience:

1. How satisfied were you with the high school program? . a. very___ b. somewhat____ c. not very____ d. not at all____
2. How satisfied were you with transition planning? . . a. very___ b. somewhat____ c. not very____ d. not at all____
3. What were the strengths and weaknesses of the high school program?_____

   _____

   _____
4. What concerns you most about the future? _____

   _____

   _____

Comments

HOW TO USE THE TRANSITION PLANNING GUIDE (TPG): BRIEF DIRECTIONS
(ONE MODEL OF AN INDIVIDUALIZED TRANSITION PLAN)

I. **Descriptive Information.** Personal Identifiers, Secondary School Experience, and Anticipated Date of Public School Exit are documented in this section. The information related to Personal Identifiers and Secondary School Experience is self-explanatory and provides useful background information for individual transition planning. The Anticipated Date of School Exit is one of the most important items in this section. This date provides a necessary reference point for making decisions regarding individualized transition planning.

II. **Transition Planning Participants.** Consumer, School, and Non-School Participants in Transition Planning are identified by level of involvement across years. Levels of involvement include none (no entry), contacts or invitations to participate in transition planning with no reply (/), involvement in transition planning through discussions of post-school goals and needed services (✔), and attendance at the transition planning meeting (✔). When post-school services are directly associated with a student attaining desired goals, it is important to seek active participation from these resources in the last two years of public education.

III. **Desired Post-School Outcomes.** Transition planning is an outcome-oriented process. In this section consumers, school representatives, and post-school participants are to document consensus regarding post-school outcomes in the areas of employment, post-secondary education or training, and residential, as appropriate. These decisions should be based on individual need. "Personal futures planning" activities should be used to facilitate consumer input in this process. If consensus is not reached, the majority opinion should be recorded and the disagreement documented in the "Comments" section. Any lack of needed services related to specific outcomes should also be documented by using the "Comments" section.

IV. **Action Plan: Services Needed in Next Year to Attain Desired Post-School Outcomes.** Once the desired post-school outcomes are specified, the services needed to attain these post-school outcomes become more clear. These desired outcomes should be translated into transition goals and needed services. This section documents these needs, the responsible party and the timeline for delivering needed services. Services may be provided by public schools and/or community programs and agencies. As a student progresses toward school exit, services provided by community programs and/or agencies may be selected more often, particularly in a student's last year in public education. As part of the annual review process, services provided should be circled as described on the **TPG**.

V. **Exit/Follow-Up Assessment.** This section is to be completed 12 months after the student exits school. Interviews may be in person or by phone. Interviews should be with the former student and/or the parent(s) or guardian(s). The interview will take about 15-30 minutes to complete. The questions and choices in this section are designed so that they can be read to the person being interviewed. The student's name should be used in place of the word person throughout the interview. In most situations, school personnel will conduct this interview. However, this responsibility may be discussed at a student's final **TPG** meeting. This discussion should also focus on the identification of appropriate persons with whom the student's **TPG** information should be shared.

A comprehensive Directions Manual may be obtained by writing the Illinois Transition Project, Department of Special Education, SIU, Carbondale, IL 62901.

LW:450

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Appendix C

SAMPLES OF FOLLOW-UP DATA COLLECTION FORMS

1. Student Program Data 73
2. Family Survey 79
3. Follow-Up Survey 93
4. Student Contact Information Sheet 107

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STUDENT PROGRAM DATA FORM

BASELINE INFORMATION

DRAFT FORM A

STUDENT IDENTIFYING INFORMATION

Student Code # _____ Male ____ Female ____

Date of birth: _____ Class Year: _____

Type of School (√): Regular _____ Continuation _____ Other _____

1. Ethnic Code _____ ***[Enter code from list below]***

10. Native American	24. Cambodian	31. Samoan	50. Hispanic
20. Korean	25. Laotian	32. Guamanian	60. Black
21. Japanese	26. Asian Indian	33. Tahitian	70. White
22. Chinese	29. Other Asian	39. Pacific Islander	
23. Vietnamese	30. Hawaiian	40. Filipino	

2. Home Language _____ Student Language _____ ***[Enter code from list below]***

20. English	25. Cambodian	30. Japanese	35. Sign Language
21. Spanish	26. Korean	31. Farsi	36. All others
22. Vietnamese	27. Lao	32. Portuguese	_____
23. Cantonese	28. Hmong	33. Armenian	
24. Filipino	29. Mandarin	34. Samoan	

- Is student LEP (Limited English proficient)? no___ yes___ non-verbal student___

3. Residential Status _____ ***[Enter code from list below]***

10. Parent or Legal Guardian	20. Licensed Children's Institution (LCI)
30. Foster Family Home	40. Hospital
50. Residential School	60. Incarcerated/Institution
90. Other	

IEP/ITP DATA

4. Entry date for special education (either actual or approximate)

Actual: _____ Approximate: _____

5. Last IEP meeting date _____

6. Primary handicap code: _____ ***[Enter code from list below]***

7. Secondary handicap code: _____ ***[Enter code from list below]***

01. mentally retarded	05. visually handicapped	09. specific learning disability
02. hard of hearing	06. seriously emotinally dist.	10. deaf-blind
03. deaf	07. orthopedically impaired	11. multi-handicapped
04. speech impaired	08. other health impaired	

8. **Primary Placement Code:** _____ ***[Enter all that apply from code list below]***

01. DIS
02. Special Day Class (separate facility)
03. Special State School
04. Resource Specialist Program
05. Non-public Day School
06. Special Day Class (same facility)
07. Non-public Residential School

SDC Placements only: Is this class for the severely handicapped? no ____ yes ____

9. **Is special education transportation reimbursement provided?** no ____ yes ____

10. **Identify student designated instructional services:** ***[Enter code from list below]***

DIS 1: _____ DIS 2: _____ DIS 3: _____ DIS 4: _____

50. Language/Speech
51. Home/Hospital
52. Adaptive P.E.
53. Audiological Services
54. Indiv. Counseling
55. Group Counseling
56. Guidance Services
57. Occupational Therapy
58. Physical Therapy
59. Orientation/Mobility
60. Parent Counseling
61. Health/Nursing
62. Social Work
63. Voc. Ed. Trng.
64. Recreation Serv.
65. Individual Small Group Instruction
66. Visions Services
67. Spec. Driv. Trng.
68. Psychological Serv.
69. Other DIS

11. **Other services: Has student received services from any of the following?**

____ Work Ability
____ Regional Center
____ CA Children's Services
____ JTPA (Job Training Partnership Act)
____ Department of Rehabilitation
____ Mental Health Department
____ TPP (Transition Partnership Program)

12. **Does the IEP/ITP have pre-vocational, vocational, or other objectives included, to address the student's transition needs?** __ no __ yes

If yes, at what age were these started? _____

13. **Have there been transition services outside the IEP/ITP process?**

____ informal meetings with parents and/or student
____ planning with local agencies
____ seminars or other formal trainings adddressing transition

14. **Does the IEP indicate the student is taking a program to prepare for (√):**

____ Four Year College
____ Community College
____ Other Vocational Training

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MOST RECENT ACHIEVEMENT TEST SCORES

[Please fill in the name of the achievement test(s) used, and put grade equivalent **or** percentile rank, **or**, other such as age equivalent]

	Test name	Sub-test	Grade Score	%ile	Other:_____
15.	_____	Reading	_____	_____	_____
16.	_____	Math	_____	_____	_____
17.	_____	Written Lang.	_____	_____	_____
18.	_____	_____	_____	_____	_____

19. **Grade level at time of testing:**_____

20. **Student had performance testing only:** ☐

EXIT DATA

21. **Has student taken a proficiency exam?** No____ Yes____

Check if exam was a differential standards exam: ☐

Proficiency Exam Results: [P for Pass, F for Fail, NT for not taken]

Reading ____
Writing ____
Math ____

22. **School exit date:** _____

23. **Reason for exit:**_____ ***[Enter code from list below]***

01. graduated-regular diploma
02. graduated differential standards
03. certificate of completion
04. GED (General Equivalency Diploma)
05. reached maximum age
06. dropped out
07. expelled

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TRANSCRIPT DATA

Instructions: Indicate how many courses each student has taken in the following *areas* of study in the past **two years** of school. Designate the type of course, using the following codes, and put a check (√) in the last column if the course was college-prep (academic courses), or community-based.

Codes for type of course

M-	Mainstream	**NPS-**	Non-public day school
RSP-	Resource Specialist Program	**NPS-R-**	Non-public school-Residential
SDC-	Special Day Class in same location	**VE-**	in Voc. Ed. Setting
SDC-I-	Special Day Class in -other site		

Course area	# of courses	Type	Community-based (√) if known)
Academic Courses:			
English	____	____	
Reading	____	____	
Math	____	____	
Social Science	____	____	
Science	____	____	
Foreign Lang.	____	____	
Art	____	____	
Music	____	____	
Physical Ed.	____	____	
Other	____	____	
Vocational Education Courses (Review C-BEDS list in "Instruction" packet)			
Agriculture Ed.	____	____	____
Business Ed-Mrkt.	____	____	____
Business Ed-Office	____	____	____
Consumer, Homemaking Education	____	____	____
Health Careers	____	____	____
Home Ec. Related	____	____	____
Industrial & Tech. Ed.			
Construction Tech.	____	____	____
Electronics Tech.	____	____	____
Manufacturing Tech.	____	____	____
Power, Energy, & Transportation	____	____	____
Visual Commun.	____	____	____
Graphics	____	____	____

TRANSCRIPT DATA (continued)

Codes for type of course

M-	Mainstream	**NPS-**	Non-public day school
RSP-	Resource Specialist Program	**NPS-R-**	Non-public school-Residential
SDC-	Special Day Class in same location	**VE-**	in Voc. Ed. Setting
SDC-I-	Special Day Class in -other site		

Course area	# of courses	Type	Community-based (√) If known
Vocational Education Courses (continued) **(Review C-BEDS list in "Instruction" packet)**			
Diversified Occp. (Specify)			
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
Applied Technology	____	____	____
Work Experience Education	____	____	____
Specialized Courses **(Courses developed to meet special needs)**			
Pre-Voc. Skills	____	____	____
Independent Living	____	____	____
Personal-Social	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

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CALIFORNIA INTERAGENCY FOLLOW-UP PROJECT

FAMILY SURVEY
DRAFT FORM A

Instructions: The following survey is intended to be administered to a parent or guardian which may include relatives and/or foster parents. Student identifying information, parent/guardian names and contact information are to be found on the Student Contact Information Sheet which should accompany this survey. Please utilize the dialog provided.

Hello, this is_____. May I speak with _____? (If not home, call back; when parent or guardian reached) I am calling for _____ high school district.

Your family was recently contacted about a follow-up project our school district is doing that includes a short parent interview. Your son/daughter spent about twelve years in the public school system and now we'd like to get your opinions and perspectives on his/her education and its effect on his/her adult life. The purpose of the project is to help improve school programs and agency services to young adults. Your answers will be strictly CONFIDENTIAL and will not be identified with you in any way. You may skip any questions you do not want to answer; please remember the questions were put together by parents, teachers and agency people.

Is this a good time to do the interview? It will take about 15-20 minutes? (IF "NO") then could we schedule sometime this next week?

Great! We'll get started then, (or) ok, thanks, I'll call back on_____ at_____.

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CALIFORNIA INTERAGENCY FOLLOW-UP PROJECT
FAMILY SURVEY
DRAFT FORM A

Project I.D. number: _____ Disability code: _____

Class year: _____ Sex: M__ F__

Respondent:

_____ student
_____ family member _____
(relationship)
_____ other _____
(relationship)

HISTORY

"I'd like to start with four questions about (____)'s special education needs."

1. Why is/was (____) in special education classes? [If no answer, cue..... If more than one answer, ask which is the most important reason. Write 1 for most important, 2 for second.]

09 ____ Specific learning disability
02 ____ Speech-language impaired
03 ____ Hard of hearing
04 ____ Deaf
05 ____ Visually Handicapped
10 ____ Deaf-blind
08 ____ Other health-related disability (including autistic)
07 ____ Orthopedically impaired
06 ____ Severely emotionally disturbed
01 ____ Developmentally disabled
11 ____ Severely multiply handicapped
12 ____ Does not know

2. When you first noticed (____)'s special needs, about how old was he/she?

1 ____ Under 1 year (check if applicable)
2 ____ # of years of age (write in age)
4 ____ Does not know

3. When did (____) first get special services? (write in grade level and/or age)

Grade level _____ Age _____

4. What agency provided the first services? [If no answer, cue...Was it.....]

01 ___	Regional Center	04 ___	Easter Seal Society
02 ___	Public Schools	05 ___	California Children's Services
03 ___	Dept. of Social Services	06 ___	Other:_____

AGENCY ASSISTANCE

5a. I would like to find out if (____) is receiving services, or **has** ever received services, from any of the following community agencies: [**If services have been received**, ask, "Was this service very helpful, helpful, or not helpful," and put in correct code from box.]

	Present	Past	Was it helpful?
01 Regional Center	____	____	____
02 CA Children's Services	____	____	____
03 Easter Seal Society	____	____	____
04 Mental Health Department	____	____	____
05 Courts/court schools	____	____	____
06 Department of Social Services	____	____	____
07 Department of Rehabilitation	____	____	____
10 Advocacy/referral service	____	____	____
11 Other_____	____	____	____

A. Very helpful
B. Helpful
C. Not helpful

5b. Was (____) ever enrolled in the Project Work Ability job program through your local high school?

08 Work Ability	____	____	____

5c. Did (____) ever participate in JTPA summer youth job programs?

09 JTPA	____	____	____

A. Very helpful
B. Helpful
C. Not helpful

6. Did he/she have any help from any of the following private services:

01 private educational services **(such as tutoring, speech therapy)**	____	____	____
02 private medical services **(such as physical therapy)**	____	____	____
03 private psychological services **(such as counseling)**	____	____	____
04 Other:_____	____	____	____

A. Very helpful
B. Helpful
C. Not helpful

7. Have you or members of your family gotten any of the following personal and family services to help you in dealing with (____)'s special needs? [Read the list and check all that apply.]

1 ___	Counseling	5 ___	Parent training
2 ___	Support group	6 ___	Other: _____
3 ___	Advocacy/referral services	7 ___	None
4 ___	Respite (child care for Regional Center clients)		

8. Have any of (____)'s problems affected his/her ability to join fully into your family's daily living activities? [If no answer, cue.....and check all that apply]

1 ____ limited physical activity
2 ____ limited communication (due to disability)
3 ____ not able to fully participate in decison making process
4 ____ inappropriate behavior makes taking him/her to public settings difficult
5 ____ other:_____

EXPECTATIONS

"We are interested in what you think (____) will do with his/her life in the coming years."

9a. Which of the following educational opportunities is (____) **most** likely to participate in as a young adult? [Check one only]

01 ____ Community college
02 ____ Trade/vocational school
03 ____ University/professional school
12 ____ None

b. Which of the following employment opportunities is (____) **most** likely to participate in as a young adult? [Read the list and check one only.]

04 ____ Military
05 ____ Independent (regular) Employment
06 ____ Supported employment
07 ____ Family employment
*08 ____ Sheltered employment
*09 ____ Family Helper
*10 ____ Day activity or habilitation
*11 ____ Day treatment
*12 ____ None

10. What type of living arrangement is (____)likely to be in as an adult? [Check one. If no answer, cue below; stop cuing when one answer is received.]

01 ____ Living on his own without help
*02 ____ Living independently (with care support)
03 ____ Living with parent(s), relatives, or guardians
05 ____ Supervised house or apartment
07 ____ Foster or group home
*08 ____ ICF (intermediate care facility)
09 ____ Hospital or other institution
10 ____ Other:_____

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* Asterisked items are to be asked only of those with moderate-to-severe disabilities

11. Do you think (____) will use any of the following financial support services as a young adult? [Read the list and check all that apply]

01 ____ Private family support
03 ____ Social Security
*04 ____ SSI (Supplemental Security income)
05 ____ SSDI (Social Security disability income)
06 ____ Food Stamps
07 ____ Subsidized housing
08 ____ Medicaid, Medical, etc.....
10 ____ Other_____
11 ____ None

12. What kind of transportation do you think (____) will use the most in the next few years? [If no answer, cue:.....Check one only]

1 ____ walk, ride bike
2 ____ drive
3 ____ public transportation
4 ____ car pool arranged by employer
5 ____ transit for people with special needs
6 ____ taxi
7 ____ parent or friend drives
8 ____ other:_____

EDUCATION

"Now I want to ask you a few questions about (____)'s education."

13. How often did/do you help with schoolwork and/or check to see whether schoolwork had been completed? [If no answer, cue:.....]

5 ____ regularly
4 ____ often
3 ____ sometimes
2 ____ rarely
1 ___ never

14. Do you feel that school personnel worked with you to help your child?

1 ____ usually
2 ____ sometimes
3 ____ rarely
4 ____ never

15. Did you participate in school activities? (For instance, attending parent meetings, or helping plan special events, serving on committees)

1 ____ usually
2 ____ sometimes
3 ____ rarely
4 ____ never

16. How often did you attend IEP meetings?

1 ____ always
2 ____ usually
3 ____ rarely
4 ____ never

* Asterisked items are to be asked only of those with moderate-to-severe disabilities

17. Did the school and/or agency personnel meet to discuss job training, job placements, living arrangements, or any other plans for (____)'s adult life? [As in an IEP?]

1 ____ no 2 ____ yes 3 ____ don't know

18. Did ____ (the student) take part in that meeting?

1 ____ no 2 ____ yes 3 ____ don't know

19. How satisfied are you with the school programming that (____) has received? [If no answer, cue: Are you.....]

5 ____ very satisfied
4 ____ satisfied
3 ____ neutral, or mixed feelings
2 ____ dissatisfied
1 ____ very dissatisfied

20. How satisfied are you with (____)'s school achievement?

5 ____ very satisfied
4 ____ satisfied
3 ____ neutral, or mixed feelings
2 ____ dissatisfied
1 ____ very dissatisfied

21. Did (____) finish high school?

no ____ yes ____ still in school ____

[If no] "I'd like to ask you why (____) left school before completing the programs. Can you tell me the most important reason(s)?"

01 ____ was expelled or suspended
02 ____ got married or planned to get married
03 ____ was pregnant
04 ____ had poor grades/was not doing well in school
05 ____ had to help support my family
06 ____ chose to work
07 ____ entered the military
09 ____ did not like school
12 ____ friends were dropping out
13 ____ illness or disability
15 ____ couldn't get along with teachers
16 ____ couldn't get along with students
17 ____ couldn't get child care
18 ____ transportation was difficult
20 ____ dropped for lack of attendance
19 ____ other:_____

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JOB INFORMATION

"The next questions are about any paid jobs that (____) has had."

22. Does (____) have a job now?

No ____ Yes

[If no, currently unemployed, go to #31. If yes, go on to #23.]

23. What is his/her JOB?_____
[For example: sales clerk, cook, equipment operator, etc.]

24. What TYPE of business is it?_____
[For example: manufacturing, retail store, restaurant, etc.]

25. How many hours does he/she work PER WEEK? _____

26. How much does he/she earn PER HOUR?_____

27. How long has he/she been working there?

1 ____ less than 6 months
2 ____ 6 months to 1 year
3 ____ 1 to 2 years
4 ____ more than 2 years

28. Did someone help him/her find the job? [If no answer, cue, and check all that apply]

1 ____ a parent, relative or friend
8 ____ Work Ability counselor
3 ____ teacher or school counselor
4 ____ Rehab counselor
13 ____ ROP staff
5 ____ an employment service
14 ____ Employment Development Department
9 ____ JTPA counselor
10 ____ TPP counselor/staff
6 ____ found the job himself/herself
*11 ____ Regional Center
*12 ____ Job Coach
7 ____ other: _____

* Asterisked items are to be asked only of those with moderate-to-severe disabilities

29. Has (____) received any kind of bonus or promotion such as a raise or more important duties?

no ____ yes ___ don't know ____

30. How well do you feel (____) likes the job?

1 ____ very happy with job
2 ____ satisfied with the job
3 ____ not happy but not planning to quit
4 ____ would like to quit or plans to quit the job
5 ____ does not know

31. How many paid jobs has (____) had in the past 2 years? _____
[Put the total number including the present job.]

[If no previous jobs, go to #33]

32. Please tell us about the **last** job (____) had.

Job _____
Type of business _____
Hours worked/week _____
Wage/hr _____
How long did he/she work there [months] _____
Why did he/she leave? _____

SOCIAL LIFE

"We would like to ask a few questions about (____)'s social life, since this is an important part of life for young people, and something that transition programs should look at."

33. About how many times a week does (____) usually get together with friends outside of school or work? [If no answer, cue.....]

1 ____ none
2 ____ once a week or less
3 ____ 2-3 times a week
4 ____ 4 or 5 times a week
5 ____ 6 times a week or more
6 ____ does not know

34. Are (____)'s friends primarily:

1 ____ people who were in special education classes
2 ____ people who were **not** in special education classes
3 ____ a mixture of both
4 ____ family members
5 ____ does not know

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35. In the past 12 months, has (____) belonged to any social groups, like sports teams, church groups or scouts?

no ____ yes ____

36. Overall, how satisfied are you with (____)'s progress in being self-sufficient?

5 ____ very satisfied
4 ____ satisfied
3 ____ neutral or mixed
2 ____ dissatisfied
1 ____ very dissatisfied

SERVICE NEEDS

"We want to identify any needs for programs or services that you feel (____) may need now or in the future."

37. Do you feel that (____) needs any of the following services, now or in the future?

No	Yes	
1	2	Employment or job training services
1	2	Assistance in finding a place to live
1	2	Help with money management
1	2	Transportation services
1	2	Medical or health care services
1	2	Legal services
1	2	Recreational/leisure services
1	2	Counseling/therapy
1	2	Testing/evaluation
1	2	On the job support, services, training
1	2	* Home living skills
1	2	Other: _____
		_____

38. Would you like to be referred to a community agency for some of these services?

no___ yes___

[If yes], which services:

01 ____ Employment or job training services
02 ____ Assistance in finding a place to live
03 ____ Help with money management
04 ____ Transportation services
05 ____ Medical or health care services
06 ____ Legal services
07 ____ Recreational/leisure services
08 ____ Counseling/therapy
09 ____ Testing/evaluation
10 ____ On the job support, services, training
11 ____ * Home living skills
12 ____ Other: _____
_____

* Asterisked items are to be asked only of those with moderate-to-severe disabilities

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DEMOGRAPHIC DATA

"I'd like to ask some standard background questions about your (____)'s family. We need to ask these questions in order to show that we are reaching a good cross-section of the population of California."

1. What is your occupation? (____)'s dad's or mom's occupation?
[Check one for each]

	Mother	Father	
01	____	____	Homemaker
02	____	____	Professional
03	____	____	Administrator
04	____	____	Self-employed
05	____	____	Military
06	____	____	Clerical
07	____	____	Skilled worker (trades, etc....)
08	____	____	Technician/engineer
09	____	____	Laborer (including agriculture)
10	____	____	Service worker
11	____	____	Retired
12	____	____	Student
13	____	____	Unemployed
14	____	____	Disabled
15	____	____	Deceased

2. What educational level did you complete? (____)'s other parent?

	Mother	Father	
01	____	____	Less than eighth grade
02	____	____	Completed eighth grade
03	____	____	Some high school
04	____	____	High school graduate
05	____	____	Post high school vocational training
06	____	____	Community college graduate
07	____	____	Some college
08	____	____	Bachelor's degree
09	____	____	Master's degree
10	____	____	M.D., doctorate, law degree

3. Did (____) grow up in a single-parent home, or a two-parent home?

1 ____ single-parent home
2 ____ two-parent home
3 ____ combination of both

4. What ethnic group do you belong to? What about (____) mother/father? [Check only one for each]

	Mother	Father	
01	____	____	Native American
02	____	____	Filipino
03	____	____	Hispanic
04	____	____	Black
05	____	____	White
06	____	____	Chinese
07	____	____	Japanese
08	____	____	Korean
09	____	____	Vietnamese
10	____	____	Asian Indian
11	____	____	Hawaiian
12	____	____	Guamanian
13	____	____	Samoan
14	____	____	Laotion
15	____	____	Cambodian
16	____	____	Other:_____

5. We want to ask you a question about your combined yearly family income. Would you say it is:

1 ____ under $15,000
2 ____ between $15, 0000 and 35, 000
3 ____ $35, 000 - $50, 000
4 ____ over $50, 000

[If under $35, 000 go to #6, otherwise go to #7]

6. Does your family receive any type of outside financial assistance?

1 __ No
2 __ Yes

7. How many brothers and sisters does (____) have?_____ (total)

8. How many people live in your household?_____

"Well this completes our survey. Thank you so much for helping us.

When we do the follow-up interview next spring, do you suggest we talk to your son/daughter, or to you?"

child_____ parent_____ either_____

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CALIFORNIA INTERAGENCY FOLLOW-UP PROJECT

FOLLOW-UP SURVEY

DRAFT FORM A

DEMONSTRATION SAMPLE

Instructions: The following survey is intended to be administered to a student. It may be answered by a parent or other family member in cases where the student is unable to answer (such as some SH students) or cannot be reached (such as a student in the military). Student identifying information, parent/guardian names and contact information are to be found on the Student Contact Information Sheet which should accompany this survey. Please utilize the dialog provided.

Hello, this is_____. May I speak with _____. (If not home, call back later.) I am calling for _____ high school/school district. We are doing a follow-up project on our former students, to help us evaluate our program. Last year you agreed to participate in this study. I want to schedule time to ask some questions about what you are doing now that you're out of school. The interview takes about 20 minutes. Is this a good time to do the interview, or would you like to schedule another day? When would be a good time?_____ Okay, I'll call back then. Thank you.

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CALIFORNIA INTERAGENCY FOLLOW-UP PROJECT
FOLLOW-UP SURVEY
DRAFT FORM A

DEMONSTRATION SAMPLE

Project I.D. number: _____ Date of Interview: _____

Disability Code: _____ Sex: M ___ F ___

Respondent: _____ student
_____ family member _____ (relationship)
_____ other _____ (relationship)

[The above information can be found on the Student Program Data Form]

STUDENT INFORMATION-General

"I'd like to start by asking you some questions about what you are doing now that you're out of high school."

1. Which of the following best applies to your (____'s) current situation? Are you.....
   [Read the list and check one only.]

   1 __ Going to school and not working
   2 __ In an apprenticeship or other training program
   3 __ Working and going to school
   4 __ Working at a regular job
   5 __ In the military
   8 __ Doing volunteer work
   9 __ Not working and not going to school
   *6 __ Working with a job coach/supported employment
   *7 __ Working at a center for persons with disabilities

[If response was #9, Proceed to item #18. If answer is #1 or #2, proceed to item #20. Otherwise, continue with the next question.]

* asterisked items are to be asked only of those with moderate-to-severe disabilities

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CURRENT JOB INFORMATION

"I would like to ask you about your (____'s) current job situation."

2. Do you (does____) have more than one job? no___ yes ___

   [If yes] How many?_____

[If more than one job], "I'd like to ask you about your most important job first."

FIRST JOB

3. What is your (____'s) job title? _____

4. What type of business do you (does____) work for? _____

   [If no response, cue: fast food restaurant, auto repair, manufacturing company, etc...]

5. How many hours do you (does____) work PER WEEK? _____

6. How much do you (does ____'s) earn PER HOUR? _____

7. How long have you (has ____) been working there? [in months]_____

8. Did anyone help you get that job? no____ yes____
   [If no answer, cue.... and check all that apply]

4	___	A parent, relative or friend	6	___	JTPA
3	___	A teacher or counselor	2	___	Social Worker
12	___	A Work Ability counselor	8	___	Private Employment Agency
7	___	ROP (Regional Occupational Program)	10	___	Other:_____
5	___	Employment Development Dept. (E.D.D)	*9	___	Regional Center
1	___	Rehab counselor (Dept. of Rehabilitation)	*13	___	Job Coach

9. How do you (does____) usually get to work? [If no response, cue..... and check one only.]

   1 ___ walk, ride a bike
   2 ___ drive
   3 ___ public transportation
   4 ___ car pool arranged by employer
   5 ___ transit for those with special needs
   6 ___ taxi
   7 ___ parent or friend drives

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10. Do you receive any of the following job benefits? [Read the list and circle the answer for each.]

No	Yes	Don't know	
1	2	3	paid sick Leave
1	2	3	paid vacation
1	2	3	health/accident insurance
1	2	3	free meals

11. Have you (has ____) received any kind of bonus or promotion, like an increase in wages or more important duties?

No __ Yes __ Don't know __

12. How well do you (does ____) like the job? Are you....

4 __ very happy
3 __ satisified
2 __ not satisfied, but planning to stay
1 __ planning to quit

SECOND JOB

"Now I want to find out about your other job."

[If respondent does not have a second job, please proceed to #20]

13. What is your (____'s) job title? _____

14. What type of business do you work for? _____

[If no response, cue: fast food restaurant, auto repair, manufacturing company, etc...]

15. How many hours do you (does____) work PER WEEK? _____

16. How much do you (does____) earn PER HOUR? _____

17. How well do you (does ____) like the job? Are you.....

4 __ very happy
3 __ satisified
2 __ not satisfied, but planning to stay
1 __ planning to quit, or would like to quit

[IF THE RESPONSE TO ITEM #1 WAS #9 " Not working or going to school", continue with item 18. Otherwise, continue with #20.]

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LOOKING FOR WORK

18. I'd like to find out why your not working or going to school now. I'm going to read some reasons other people have given. Please tell me if they apply to you. Are you.....
[Read each item and circle the answer for each.]

No	Yes	
1	2	looking for work?
1	2	staying at home to take care of family?
1	2	not able to get child care help?
1	2	not able to find a job?
1	2	unable to work because of health problems
1	2	not able to find transportation?
1	2	not willing to give up SSI or other assistance?
1	2	thinking employers are not hiring?
1	2	needing more training for a job?
1	2	not interested in working?
1	2	none of the above?

19. Since leaving school, have you (has _____) gotten help in finding a job, or other job support from any of the following agencies? [Read the list and check all that apply.]

1 __ Rehab (Department of Rehabilitation)
10 __ ROP (Regional Occupational Program)
11 __ Adult Education
12 __ A College Placement Office
3 __ E.D.D. (Employment Development Department)
5 __ Private Employment Agency
7 __ JTPA (Job Training Partnership)
8 __ Work Ability
6 __ Social Services (Department of Social Services)
4 __ Mental Health
9 __ Other:_____
*2 __ Regional Center

PAST JOB INFORMATION

"The next questions are about jobs you have had in the past."

20. How many jobs have you (has____) had in the past year? _____
[Include the current job(s) in this number]

Tell me about your last job.

What was the job title? _____
What type of business is it? _____
How many hours per week did you work? _____
What was your hourly wage? _____
How did you find the job? [see code list] _____
How long were you there? _____

* asterisked items are to be asked only of those with moderate-to-severe disabilities

[Skip the next two questions if they were completed in a previous survey]

21. During high school, how many jobs did you (____) have including volunteer jobs?_____

22. How many of those jobs were paid?_____

23. Have you (has ____) ever lost or resigned a job for the following reasons? [Read each item and circle the answer for each.]

No	Yes	
1	2	A problem with the supervisor
1	2	Work rate or ability too low
1	2	A problem with your co-workers
1	2	The job was eliminated (you were laid off)
1	2	Transportation problems
1	2	Did not want to lose social security payments or Medi-Cal

FINANCIAL

"I would like to ask a few questions about your personal finances."

24. How much of your (____'s) living expenses do you (does____) pay? [If no answer, cue...., and check one only.]

1 ___ none
2 ___ some/ a little
3 ___ more than half
4 ___ all

25. Who, if anyone provides you (____) with financial help? [If no answer, cue..... and check all that apply.]

1 ___ parents
2 ___ other family members
3 ___ Department of Rehabilitation
4 ___ Department of Human Services
5 ___ Social Security (including SSI **or** SSDI)
6 ___ insurance (unemployment)
7 ___ other
8 ___ nobody
9 ___ don't know

26. Which of the following applies to you (____)? [Read the list and check all that apply.]

1 ___ have your own checking account or savings account
2 ___ pay your own bills
3 ___ buy your own clothes or personal items

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POST SECONDARY TRAINING AND EDUCATION

I would like to find out about any educational or vocational training you might have been involved in since high school.

27. Have you taken part in any of the following training programs since you left school? **[If yes]** Did you **complete** the program? [For college, "Did you complete one semester or more?" Check all that apply.]

Program	Took part	Completed
GED Program	_____	_____
Vocational or Technical school	_____	_____
Adult Education	_____	_____
ROP Classes	_____	_____
Community College	_____	_____
Four Year College	_____	_____
Other:_____	_____	_____

28. Who helped you get into the program(s)? [If no answer, cue.....and check all that apply.]

00 __ None
01 __ High School counselor
10 __ School staff
05 __ Parent, relative or friend
04 __ College counselor
06 __ E.D.D. (Employment Development Department)
08 __ JTPA
09 __ Work Ability
03 __ Department of Rehabiliitation
*02 __ Regional Center

29. What were your main areas of study? _____
_____
_____

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POST SECONDARY SERVICES

"Now I want to ask some questions about various support services you (____) might have received after you left high school.

30. Which of the following types of services did you (____) have you received since high school? [Read each item, checking those that have been received. For services received, ask "Were you satisfied?" and fill in correct code from box.]

		Received	Satisfied
9	Job Training	___	___
4	Pre-vocational training (applications, interviews, etc.)	___	___
1	Testing/evaluation	___	___
5	Financial assistance	___	___
2	Counseling/therapy	___	___
8	Legal/advocacy services	___	___
6	Health services (physical therapy, occupational)	___	___
10	Support on the job, such as extra training	___	___
7	Mental health services	___	___
*3	Living skills training	___	___

1. Satisfied
2. Neutral or mixed
3. Dissatisfied
4. Don't know

31. What agencies did you get these services from? [Read each item and check all that apply.]

1 ___ Rehab (Department of Rehabilitation)
2 ___ Social Services Department
5 ___ E.D.D. (Employment Development Department)
6 ___ JTPA (Job Training Partnership)
8 ___ ROP (Regional Occupational Program)
9 ___ Adult Education
4 ___ Mental Health Department
7 ___ Other:_____
*3 ___ Regional Center

32. Are you (is____) on a waiting list for any of the types of services I just read? [If no answer, cue...and check all that apply.]

9	Job Training	___
4	Pre-vocational training (applications, interviews, etc.)	___
1	Testing/evaluation	___
5	Financial assistance	___
2	Counseling/therapy	___
8	Legal/advocacy services	___
6	Health services (physical therapy, occupational)	___
10	Support on the job, such as extra training	___
7	Mental health services	___
*3	Living skills training	___

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LIVING ARRANGEMENTS

"Now I would like to ask you about your current living arrangements."

33. In how many places have you (has____) lived since leaving high school? _____
[If student is in the same place as in high school, put 1]

34. Do you currently live: [Read choices until a response is given, and check one only.]

1 ___ independent home (alone or with friends, spouse)
4 ___ with parents or other relatives
2 ___ school dormitory
9 ___ military barracks
5 ___ foster home or group home
*3 ___ supervised apartment, or supported living arrangement
*7 ___ ICF (intermediate care facility)
8 ___ Other:_____

35. Are you:

1 ___ single
2 ___ married
3 ___ divorced or separated
4 ___ widowed

36. Do you have children? no ___ yes ___ [If so], How many?_____

37. Do they live with you? no ___ yes ___

SOCIAL/RECREATIONAL

"The next questions are about the things you do in your free time."

38. About how often do you (does____) go to recreational activities outside your home, such as dances, movies, sports events. [If no answer, cue:.....]

1 ___ several times a week
2 ___ about once a week
3 ___ a few times a month
4 ___ rarely
5 ___ never

39. About how often do you (does____) get together with friends? [If no answer, cue.....]

1 ___ several times a week
2 ___ about once a week
3 ___ a few times a month
4 ___ rarely
5 ___ never

* asterisked items are to be asked only of those with moderate-to-severe disabilities

40. Do you (does____) belong to any social clubs, groups or organizations? [If no answer, cue....., "such as a sports team, church youth group or support group?"]

No ___ Yes ___ Don't know ___

COMMUNITY PARTICIPATION

"The following questions are about your involvement in the community."

41. Are you (is____) registered to vote?

1 __ Yes 2 __ No 3 __ Don't know

42. Which of the following community services do you (does ____) use regularly **on your own?** [Read list and check all that apply.]

1 __ Banks
2 __ Stores
4 __ Restaurants
6 __ Recreation facilities (parks, movies, sports facilities, etc.)

"We have a couple of questions now that deal with people's arrest records; you don't have to answer them, but the information sure would be helpful to our project."

43. Have you (has ____) ever been arrested?

1 __ yes
2 __ no
3 __ don't know
4 __ declined

44. If **yes**, may I ask for what reason? [If no answer, skip this item.]

1 __ traffic offenses
2 __ shoplifting
3 __ assault
4 __ drug-related issue
5 __ other:_____
6 __ declined to state

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SCHOOL PROGRAM

[Skip this section, items 45-53, if completed in a previous follow-up survey.]

"In the next questions, you are asked to give your opinions about your high school education."

45. What type of vocational program did you (_____) have in high school? [If no answer, cue..... and check all that apply.]

1 __ regular vocational education classes ("shop", etc...)
4 __ paid work experience program in the community (like Work Ability)
7 __ unpaid work experience in school or in the community
8 __ field trips or visits to employers or businesses
5 __ not in any career/vocational program
6 __ don't know

46. Do you think the things you learned in school helped you in FINDING a job?

1 __ very helpful
2 __ helpful
3 __ not helpful at all
4 __ don't know
5 __ not applicable

47. How helpful were the school experiences in preparing you (_____) for your (his-her) current job?

1 __ very helpful
2 __ helpful
3 __ not helpful at all
4 __ don't know
5 __ not applicable

48. How helpful were the school experiences in preparing you (him-her) to get along with others, deal with personal problems, and make friends?

1 __ very helpful
2 __ helpful
3 __ not helpful at all
4 __ don't know

49. How helpful was the school program in preparing you (him-her) to read things such as the newspaper, want ads, job applications, and labels?

1 __ very helpful
2 __ helpful
3 __ not helpful at all
4 __ don't know

50. What classes did you (_____) have in high school that helped you (him-her) the most? _____
_____
_____

51. Is there anything that you (_____) had to learn since leaving school that should have been taught in school? _____
_____
_____

52. Did you (_____) complete the high school program? [If yes, go to #53]

No___ Yes___

[If no] Ask, "Why did you leave before finishing school?" [Do not cue. Check all that apply.]

01___ was expelled or suspended
02___ got married (or planned to get married)
03___ was pregnant
04___ I was not doing well in school
05___ had to help support my family
06___ wanted to enter the military
20___ was dropped for lack of attendance
08___ I did not like school
11___ my friends were dropping out
12___ did not get into the program I wanted
13___ sickness or disability
15___ couldn't get along with other teachers
16___ couldn't get along with other students
17___ couldn't get child care
18___ had trouble getting or using transportation
19___ other: _____

53. Do you (does_____) have any brothers or sisters who dropped out of high school?

No____ Yes____

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PROBLEMS SUMMARY

"The last questions are about problems that many people have, and where you turn for help with your problems."

54. Are any of the following a problem for you?
[Read the list and circle the answer for each.]

No	Yes		No	Yes	
1	2	health	1	2	lack of money
1	2	behavior (anger,self-control)	1	2	lack of work skills
1	2	making friends	1	2	transportation
1	2	loneliness	1	2	drugs or alcohol
1	2	not enough leisure time	1	2	other:_____

55. When you have (_____) has a problem, who do you (does_____) go to for help? [If no answer, cue.....and check all that apply.]

1 __ parent(s)
2 __ sister, brother, or other relative
3 __ friend, girlfriend, boyfriend
4 __ minister, priest or rabbi
5 __ spouse
6 __ counselor, psychologist, social worker, etc.....
7 __ other: _____

56. Would you be interested in any of the following services now or in the near future?
[Read the list and circle the answer for each.]

No	Yes	
1	2	Employment or job training services
1	2	Assistance in finding a place to live
1	2	Help with money management
1	2	Transportation services
1	2	Medical or health care services
1	2	Legal services
1	2	Recreational/leisure services
*1	2	Home living skills

* asterisked items are to be asked only of those with moderate-to-severe disabilities

57. Would you like to be referred to any programs which offer these services?

No ___ Yes ___

If so specify: _____
_____
_____

58. Overall, how satisfied are you with how well you are (_____is) doing in adjusting to adult life?

1 __ Very satisfied
2 __ Satisfied
3 __ Somewhat dissatisfied
4 __ Very dissatisfied

[If this is not the last interview, ask.....]

"Do you know where we can reach you in a year, for the next interview?"

Same _____ Change _____
_____
_____

"Well this completes our survey. Thanks a lot for helping us. Remember your answers will help us plan better programs for high school students.

[If additional interviews are scheduled, say....] "It's very important that we talk to you again next year, about this time. Would you take down this phone number and put it in your wallet, so that if you're moving, you can call and give me your new phone number. [Give out only pre-agreed name and phone number for district contact]

Is there anyone who will know your number if it changes (and you don't contact us)?

Name_____ **Phone** _____

Project Year:_____

Student Program Data ☐
Family Survey ☐
Follow-Up Survey ☐

CALIFORNIA INTERAGENCY FOLLOW-UP PROJECT
STUDENT CONTACT INFORMATION SHEET

Note: This form is designed to be kept with Student Program, Family and Follow-Up Surveys (copy as necessary). It contains essential student contact information for interviewers.

Student Name: _____ Date of birth: _____
Sex: M___ F___

Student Code # __ __ - __ - __ __ __ __ Class Year: 19 __ __
School: _____ District: _____

Student address: _____ Phone: _____
_____

Parent/guardian: _____ Home phone: _____
Address: _____ Bus. phone: _____

Parent/guardian: _____ Home phone: _____
Address: _____ Bus. phone: _____

Primary Disability:_____

School status: ___completed ___ dropped out

Interpreter needed? no___ yes___

for parent __ for student __ type: _____ (TDDY, Language, etc)

Consent	Contact Record	Completed
parent __	#1 _____	Program Data _____
student __	#2 _____	Family Survey _____
	#3 _____	Follow-Up #1 _____
	#4 _____	#2 _____
	#5 _____	#3 _____

Name of interviewer: _____ Date: _____ Time needed: _____

Appendix D

A Listing of Agency and Community Resources on Transition

California Department of Education

Special Education Division
Patricia Dougan, Transition Services and WorkAbility Coordinator
916/657-3940
Jeff Jeffers, Transition Services Consultant
916/657-3373

Resources In Special Education (RISE)

Publications listed below are available for purchase.

- Building Bridges: Strategies for Parent-Professional Collaboration Training for Transition
- California Transition: Resources and Information for Special Education
- A Handbook for Conducting Student Follow-Up Studies
- Organizational Barriers to Transition: Summary
- A Needs Assessment for Learning Disabled Adults
- Synthesis of Individualized Transition Plans: Format & Process
- Transition Services Language Survival Guide for California

An extensive collection of materials on transition is available for loan from the RiSE lending library. Call 916/641-5925.

State Supported Transition Programs

State Coordinators

Transition Partnership Project (TPP)
Linda Gamble, Program Manager
916/323-1867
WorkAbility I
Lisa Stie, Program Manager
Bob Snowden, Program Coordinator
916/323-0938
WorkAbility II
Michele Shimek, Transition Specialist
916/323-2688

Keys to
TRANSITION:
The California Model

by Patt Kearly, Ph.D.

Attractive, easy-to-read explanation of the three key elements of transition services. Text addresses both federal and California focuses on transition. Commonly asked questions are answered. Also provided are sample individualized transition plans, community needs surveys, and follow-up surveys.